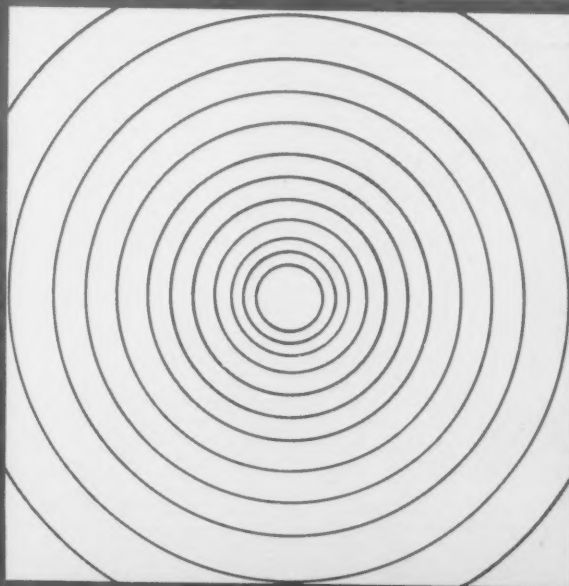


Resources in Education

EDUCATIONAL RESOURCES
INFORMATION CENTER

JULY 1982

VOLUME 17 • NUMBER 7



ED 212 762-213 816

SPECIAL ANNOUNCEMENTS

New Edition of the ERIC Thesaurus

The 9th Edition of the *Thesaurus of ERIC Descriptors* (a list of key words for indexing documents into the ERIC database and a tool for searching the database) is now available. This edition reflects over 800 changes from the 8th Edition: the addition of terms, the deletion of terms, and other modifications. Its sturdy cloth, reinforced binding is designed to withstand continuous, heavy use.

ORDER FROM: Oryx Press
2214 North Central at Encanto
Phoenix, Arizona 85004

PRICE: \$37.00 (if paid with order)
\$37.00 plus postage costs (if billing necessary)

History of ERIC Now Available

Anyone planning to develop an information storage and retrieval system, or working in the field of information science, will find the new publication *ERIC — The First Fifteen Years, 1964-1979* of special interest and use. How ERIC (Educational Resources Information Center) evolved from a small file of "fugitive" (unpublished) education research reports to the foremost information database in education, acquiring and storing all types of education literature, has been documented in this new publication just off the press.

Written by Dr. Delmer J. Trester, who worked in Central ERIC for over a decade during ERIC's formative years, the publication presents a detailed and candid account of ERIC's development during its first 15 years. It discusses the political realities that helped to shape the system; it describes the budgetary constraints that impacted operation of the system; and it presents the alternative system models which were considered at various times in the face of budget problems.

Copies of *ERIC — The First Fifteen Years* are available at \$7 each (no postage on prepaid orders) from: SMEAC Information Reference Center, College of Education, Ohio State University, 1200 Chambers Road, Columbus, Ohio 43212.

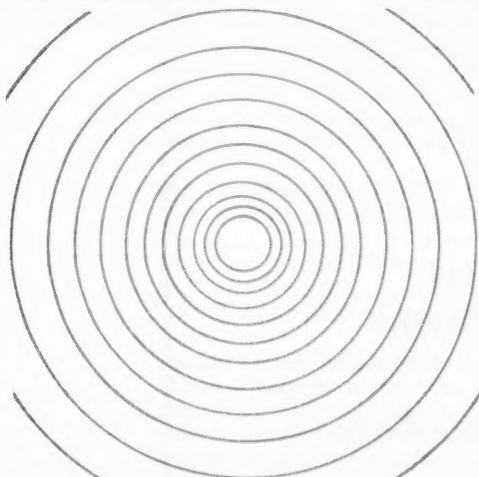
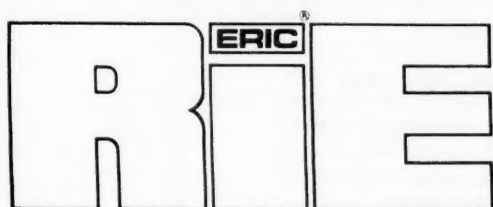
The publication is also available on microfiche in the ERIC database as document ED 195 289, and may be purchased on microfiche for \$0.91 from the ERIC Document Reproduction Service (EDRS), 3030 N. Fairfax Drive, Suite 200, Arlington, Virginia 22201.

RESOURCES IN EDUCATION

ED 212 752-213 816

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Volume 17 • Number 7



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Copies of *RIE* are available from the Superintendent of Documents, U.S. Government Printing Office (GPO), Washington, D.C. 20402: *Subscription* (12 issues/year) — \$70.00 domestic; \$87.50 foreign; and *Single Issue* — \$7.00 domestic; \$8.75 foreign.

Two *Semiannual Indexes* to *RIE* (January-June and July-December) are also available from GPO: *Subscription* (2 issues/year) — \$21.00 domestic; \$26.25 foreign. *Single Issue* — \$12.00 domestic; \$15.00 foreign. Send check or money order (no stamps, please).

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Selected Acronyms

CH	—	Clearinghouse
CIJE	—	<i>Current Index to Journals in Education</i>
Comp.	—	Compiler
DHEW	—	Department of Health, Education, and Welfare
Ed.	—	Editor
ED	—	Accession Number Prefix (ERIC Document)
	—	Department of Education
EDRS	—	ERIC Document Reproduction Service
ERIC	—	Educational Resources Information Center
GPO	—	Government Printing Office
MF	—	Microfiche
NIE	—	National Institute of Education
OE	—	Office of Education
PC	—	Paper Copy
RIE	—	<i>Resources in Education</i>
SN	—	Scope Note
UF	—	Used For

Library of Congress Cataloging in Publication

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Educational Resources Information Center.

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75-644211

Introduction

RESOURCES IN EDUCATION (RIE) —A monthly abstract journal announcing recent report literature related to the field of education, permitting the early identification and acquisition of reports of interest to the educational community.

**Sponsor: Educational Resources Information Center (ERIC)
National Institute of Education (NIE)
U.S. Department of Education
Washington, D.C. 20208**

ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating significant and timely education-related reports. It consists of a coordinating staff in Washington, D.C. and 16 Clearinghouses located at universities or with professional organizations across the country. These Clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The Clearinghouses are listed on the inside back cover.

Organization of Journal: *Resources in Education* is made up of resumes and indexes. The resumes provide descriptions of each document and abstracts of their content. Resumes appear in a "Document Section" and are numbered sequentially by an accession number beginning with the prefix ED (*ERIC Document*). The indexes appear in an "Index Section" and provide access to the Resumes by Subject, Personal Author, Institution, and Publication Type.

Availability of Documents: The documents cited in *Resources in Education*, except as noted, are available from the ERIC Document Reproduction Service (EDRS), in both microfiche (MF) and paper copy (PC), or microfiche only. Availability in microfiche only may be determined by the source, for proprietary or copyright reasons, or by ERIC for reasons related to legibility and reproducibility. The price per document is based on the number of pages and is subject to change over time. An ERIC Price Code Schedule permits the user to convert all price codes to actual dollar amounts. Current price information for documents, microfiche, and subscriptions to microfiche collections is to be found in the section entitled "How to Order ERIC Documents" in the most recent issue of RIE.

How to Submit Documents to ERIC: If you have documents that you would like to have considered for announcement in *Resources in Education* (RIE), you should send clean, legible copies (in duplicate, if possible) to the ERIC Processing and Reference Facility, 4833 Rugby Avenue, Bethesda, MD 20814. A reproduction release, giving ERIC permission to reproduce in paper copy and microfiche (or microfiche only), and signed by the author or official representative of the source institution, is requested for all documents selected for inclusion in RIE. Standard reproduction release forms may be obtained from the ERIC Facility (a sample appears at the back of this issue of RIE).

How To Order RIE: The U.S. Government Printing Office (GPO) prints *RIE* and functions as subscription agent. Detailed subscription information appears on the title page and on the page in the back of *RIE* entitled "How to Order **RESOURCES IN EDUCATION**."



HIGHLIGHTS Of Special Interest

ERIC Clearinghouse Publications

This page highlights publications announced in this issue of *Resources in Education* which were created by the ERIC clearinghouses and selected as having special significance for educators. For each brief citation appearing here, there is a full abstract appearing under the same ED number in the pages of the issue.

In addition to collecting the literature of education for announcement in *Resources in Education* and *Current Index to Journals in Education*, the ERIC clearinghouses analyze and synthesize the literature in number of different formats designed to compress the vast amount of information available and to meet the varying needs of ERIC users. These formats include research reviews, state-of-the-art studies, interpretive studies on topics of high current interest, research briefs, annotated bibliographies, and compilations. While some publications are comprehensive reviews designed for those who are interested in pursuing a subject in depth, others are brief analyses designed for the busy practitioner whose time is limited for staying abreast of new developments in education.

ERIC publications are published either by the ERIC clearinghouses responsible for producing them or through cooperative arrangements with other organizations. Copies are usually available directly from the responsible clearinghouse or from the source listed in the citation. In addition, the publications are announced in *Resources in Education*, are contained in all ERIC microfiche collections, and are available in microfiche or paper copy from the ERIC Document Reproduction Service (EDRS), P.O. Box 190, Arlington, Virginia 22210. Special collections of clearinghouse publications are also available on microfiche from EDRS, as follows:

1975-77	(574 documents).....	\$114.00 (includes postage)
1978	(211 documents).....	\$ 40.95 (includes postage)
1979	(159 documents).....	\$ 29.15 (includes postage)
1980	(176 documents).....	\$ 36.80 (includes postage)

Citations (By Clearinghouse)

ED 213 069 **EA 014 245**
The Effective Principal. The Best of ERIC on Educational Management, Number 64.
 ERIC Clearinghouse on Educational Management, Eugene, Oreg.; 6p.

EDRS Price - MF01/PC01 Plus Postage.
 Alternate Availability—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 (free).

ED 213 070 **EA 014 259**
School Size: A Reassessment of the Small School. Research Action Brief Number 21.
 ERIC Clearinghouse on Educational Management, Eugene, Oreg.; 5p.

EDRS Price - MF01/PC01 Plus Postage.
 Alternate Availability—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 (free).

ED 213 072 **EA 014 332**
Academic Learning Time. The Best of ERIC on Educational Management, Number 65.
 ERIC Clearinghouse on Educational Management, Eugene, Oreg.; 5p.

EDRS Price - MF01/PC01 Plus Postage.
 Alternate Availability—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 (free).

ED 213 340 **HE 014 805**
Kuh, George D.
Indices of Quality in the Undergraduate Experience. AAHE-ERIC/Higher Education Research Report No. 4.

American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.; 50p.

EDRS Price - MF01/PC02 Plus Postage.
 Alternate Availability—Publications Department, American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036 (\$4.00 members, \$5.50 nonmembers).

ED 213 469 **JC 820 093**
Cohen, Arthur M. Brainer, Florence B.
The American Community College.
 ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.; 467p.

EDRS Price - MF01/PC19 Plus Postage.
 Alternate Availability—Jossey-Bass Inc., Publishers, 433 California St., San Francisco, CA 94104 (\$17.95).

ED 213 549 **RC 013 210**
Minugh, Carol
Continuing a College Education: A Guide for the American Indian Student.
 ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.; 35p.

EDRS Price - MF01/PC02 Plus Postage.
 Alternate Availability—ERIC/CRESS, Box 3AP, NMSU, Las Cruces, NM 88003 (1-19 copies, \$4.50 ea., \$10.00/set of 3, 10% discount on 20 or more).

ED 213 550 **RC 013 211**
Minugh, Carol
Continuing a College Education: A Guide for the Family of the American Indian Student.
 ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.; 22p.

EDRS Price - MF01/PC01 Plus Postage.
 Alternate Availability—ERIC/CRESS, Box 3AP, NMSU, Las Cruces, NM 88003 (1-19 copies, \$4.50 ea., \$10.00/set of 3, 10% discount on 20 or more).

ED 213 551 **RC 013 212**
Minugh, Carol
Continuing a College Education: A Guide for Counseling the American Indian Student.
 ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.; 25p.

EDRS Price - MF01/PC01 Plus Postage.
 Alternate Availability—ERIC/CRESS, Box 3AP, NMSU, Las Cruces, NM 88003 (1-19 copies, \$4.50 ea., \$10.00/set of 3, 10% discount on 20 or more).

ED 213 568 RC 013 246

Gonzalez, Ramon, Comp.

Migrant Parents' Rights and Responsibilities: A Handbook = Manual de los Derechos y las Responsabilidades de Padres Migrantes.

ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.; 75p.

EDRS Price - MF01/PC03 Plus Postage.

Alternate Availability—ERIC/CRESS, Box 3AP, NMSU, Las Cruces, NM 88003 (\$9.50 ea., 10% discount on quantities of 20 or more).

ED 213 594 SE 036 391

White, Arthur L., Ed. Blosser, Patricia E., Ed.

National Association for Research in Science Teaching Annual Meeting, Abstracts of Presented Papers (55th, Lake Geneva, Wisconsin, April 5-8, 1982).

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio; 162p.

EDRS Price - MF01/PC07 Plus Postage.

Alternate Availability—Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (4.00).

ED 213 631 SO 013 896

Beyer, Barry K., Ed. Gilstrap, Robert, Ed.

Writing in Elementary School Social Studies.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.; 205p.

EDRS Price - MF01/PC09 Plus Postage.

Alternate Availability—Social Science Education Consortium, Inc., 855 Broadway, Boulder, CO 80302 (\$10.95).

ED 213 659 SP 019 491

Witty, Elaine P.

Prospects for Black Teachers: Preparation, Certification, Employment. Information Analysis Products.

ERIC Clearinghouse on Teacher Education, Washington, D.C.; 40p.

EDRS Price - MF01/PC02 Plus Postage.

Alternate Availability—ERIC Clearinghouse on Teacher Education, One Dupont Circle, Suite 610, Washington, DC 20036 (\$1.00).

ED 213 660 SP 019 492

Van Schaack, Herbert Glick, I. David

A Qualitative Study of Excellence in Teaching [and] The Search for Excellence in Teaching: An Annotated Bibliography. Information Analysis Products.

ERIC Clearinghouse on Teacher Education, Washington, D.C.; 67p.

EDRS Price - MF01/PC03 Plus Postage.

Alternate Availability—ERIC Clearinghouse on Teacher Education, One Dupont Circle, Suite 610, Washington, DC 20036 (\$1.00).

ED 213 661 SP 019 494

Mulhern, John D. Morris, Robert C.

A Field Practicum for Teachers of Gifted Children: The South Carolina Experience. Current Issues. ERIC Clearinghouse on Teacher Education, Washington, D.C.; 49p.

EDRS Price - MF01/PC02 Plus Postage.

Alternate Availability—ERIC Clearinghouse on Teacher Education, One Dupont Circle, Suite 610, Washington, DC 20036 (\$3.50).

ED 213 662 SP 019 495

Stroup, Stinson W. And Others

Deficits, Declines, and Dismissals: Faculty Tenure and Fiscal Exigency. Current Issues.

ERIC Clearinghouse on Teacher Education, Washington, D.C.; 48p.

EDRS Price - MF01/PC02 Plus Postage.

Alternate Availability—ERIC Clearinghouse on Teacher Education, One Dupont Circle, Suite 610, Washington, DC 20036 (\$3.50).

DOCUMENT SECTION

SAMPLE RESUME

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s).

Title.

Organization where document originated.

Date Published.

Contract or Grant Number.

Alternate source for obtaining document.

Language of Document.

ERIC Document Reproduction Service (EDRS) Availability "MF" means microfiche; "PC" means reproduced paper copy. When described as "Document Not Available from EDRS", alternate sources are cited above. Prices are subject to change; for latest price code schedule see section on "How to Order ERIC Documents", in the most recent issue of RIE.

Publication Type—broad categories indicating the form or organization of the document, as contrasted to its subject matter. The category name is followed by the category code.

Clearinghouse Accession Number.

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report Number

Descriptive Note (pagination first).

Descriptors—subject terms which characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers—additional identifying terms not found in the *Thesaurus of ERIC Descriptors*. Only the major terms, preceded by an asterisk, are printed in the subject index.

Informative Abstract.

Abstractor's Initials.

ED 654 321

Smith, John D. Johnson, Jane

Career Education for Women.

Central Univ., Chicago, IL

Spons Agency—National Inst. of Education

(ED), Washington, DC

Report No. — CU-2081-S

Pub Date — May 73

Contract—NIE-C-73-0001

Note — 129p.; Paper presented at the National Conference on Career Education (3rd, Chicago, IL, May 15-17, 1973).

Available from—Campus Bookstore, 123 College Ave. Chicago, IL 60690 (\$3.25)

Language—English, French

EDRS Price MF01/PC06 Plus Postage.

Pub Type—Dissertations/Theses (040)

Descriptors — Career Guidance, Career Planning, Careers, *Demand Occupation, *Employment Opportunities, Females, Labor Force, Labor Market, *Labor Needs, Occupational Aspiration, Occupations, *Working Women.

Identifier — Consortium of States, *National Occupational Competency Testing Institute, Women's Opportunities for employment will be directly related to their level of skill and experience but also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1980 and 1990, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent) clerical workers (26 percent), sales workers (24 percent), craft workers and supervisors (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information concerning occupations for professional and technical workers, managers and administrators (15 percent) and operatives (11 percent). This publication contains a brief discussion and employment information concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance which are available to them. (SB)

CE 123 456

Document Resumes

The document resumes in this section are arranged in numerical order by ED number, and also alphanumerically by Clearinghouse prefix and Clearinghouse accession number.

As explained in the Introduction, each Clearinghouse focuses on a specific aspect of education. The reader who is interested in one of these major aspects (e.g., Reading) may, however, find pertinent resumes among the entries of virtually any Clearinghouse, dependent on the orientation of the document. For this reason, it is important to consult the Subject Index if a comprehensive search is desired.

The following is a list of Clearinghouse prefixes and names used in this Section, together with the page on which each Clearinghouse's entries begin:

	Page		Page
AA—ERIC Processing and Reference Facility	1	JC—Junior Colleges	115
CE—Adult, Career, and Vocational Education	1	PS—Elementary and Early Childhood Education	122
CG—Counseling and Personnel Services	29	RC—Rural Education and Small Schools	130
CS—Reading and Communication Skills	38	SE—Science, Mathematics, and Environmental Education	137
EA—Educational Management	52	SO—Social Studies/Social Science Education	142
EC—Handicapped and Gifted Children	67	SP—Teacher Education	150
FL—Languages and Linguistics	81	TM—Tests, Measurement, and Evaluation	162
HE—Higher Education	84	UD—Urban Education	169
IR—Information Resources	107		

AA

ED 212 752 AA 001 099
Resources in Education (RIE). Volume 17, Number 7.

Educational Resources Information Center (ED), Washington, D.C.; ORI, Inc., Bethesda, Md. Information Systems Div.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Jul 82

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. On annual subscription, \$70.00 (Domestic), \$87.50 (Foreign).

Pub Type—Reference Materials - Bibliographies (131) - Collected Works - Serials (022)

EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

Descriptors—*Abstracts, Education, *Indexes
Identifiers—*Resources in Education

Resources in Education (RIE) is a monthly abstract journal which announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,500 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape data base prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for MAY 1979. (LRS/WTB)

CE

ED 212 753 CE 027 756
Dubinsky, Odessa

A Review of Employer Forecasting Methods and Data. NOICC Administrative Report No. 4, National Occupational Information Coordinating Committee (DOL/ETA), Washington, DC.

Pub Date—Feb 81
Note—90p.

Pub Type—Information Analyses (070) - Opinion Papers (120) - Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adults, *Employment Opportunities, *Employment Projections, Employment Statistics, *Labor Needs, National Surveys, *Occupational Surveys, Research Methodology, *Research Problems, Statistical Bias, Statistical Data, Statistical Studies, *Statistical Surveys, Surveys

In part stimulated by the information needed by the Private Industry Councils (PICs) under the Comprehensive Employment and Training Amendments (1978), a growing number of groups and agencies have conducted surveys of local employers to gather various types of occupational data. Such activities may be useful and productive, if the data collection does not duplicate or interfere with existing occupational and related information development and implementation programs. Since several PICs have conducted or are considering a kind of survey that requires employers to forecast their employment needs by specific occupation, it is important that the problems associated with this kind of data collection be pointed out. During the 1950s and 1960s, such surveys were common; the two types in general use were the "Area Skill Survey," which required employers to provide relatively long-range forecasts of employment requirements by occupations and industries in an area, and the "Training Needs Survey," in which an effort was made to obtain current needs or short run forecasts for a few occupations. A study of the Area Skill Survey program was made through a review and summary of evaluations, papers, speeches, and opinions that were expressed concerning the Area Skill Surveys, their contents and methodologies, over a period of 20 years. The study concluded that the Area Skill Survey approach should be used with extreme caution—if not completely avoided. Arguments against using such methods include: (1) the findings and contents of such surveys may duplicate existing data such as those available from the Occupational Employment Statistics program; (2) the findings may be unreliable and unvalidated; and (3) the surveys are not cost effective. An alternative, better use of existing resources, such as the State Occupational Information Coordinating Committee agencies data, should be made. (KC)

ED 212 754 CE 030 039

Dissemination Package for Transition into Electronics (TIE) Project, October 1979-June 1980.

Evergreen Valley Coll., San Jose, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—80
Note—106p.

Pub Type—Guides - Non-Classroom (055) - Reports - Descriptive (141) - Tests/Questionnaires (160)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Career Counseling, *Course Descriptions, *Electronics, Employment Services, Followup Studies, Higher Education, Information Dissemination, Instructional Materials, *Job Placement, Models, Nontraditional Occupations, Pretests Posttests, *Publicity, Questionnaires, Records (Forms), Referral, Scheduling, Surveys, *Technical Occupations

Identifiers—*Transition into Electronics Project

This dissemination package consists of a variety of advertising materials, forms, questionnaires, tests, and handouts developed as a part of the Transition into Electronics (TIE) Project. (The TIE Project was a project that developed, implemented, and evaluated a model designed to encourage persons to pursue education and training leading to nontraditional technical jobs in electronics.) Following a general discussion of the project, various advertising materials are provided, including a brochure, a newspaper article, and a radio announcement. Also included are a brief description of the project course, a typical course schedule, and a summary of the counseling component of the project. Preliminary and post tests are supplied along with preliminary, mid-course, and plant tour questionnaires. Also presented are a course completion and a followup postcard survey. Completing the package are assorted pass-out materials for the instructional components of the program. (MN)

ED 212 755 CE 030 040
Zahniser, Gale

Developing an Operational Annual Plan for the Use of Labor Market Information. Guidelines and Procedures.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.; Fort Wayne Area Consortium, IN.

Pub Date—Sep 81
Note—90p.; For a related document see CE 030 041.

Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Data Collection, Employment, Employment Programs, Federal Programs, Guidelines, *Information Utilization, Job Training, *Labor Market, Labor Needs, Labor Supply, Operations Research, *Planning, Questionnaires, Regional Planning, *Research Design, *Research Methodology, Statistical Analysis
Identifiers—*Comprehensive Employment and Training Act, Indiana (Fort Wayne)

This report provides for Comprehensive Employment and Training Act (CETA) prime sponsors who are responsible for labor market information, a set of guidelines to follow for developing an agency-

wide plan for the operational use of labor market information. The body of the report outlines step-by-step procedures for creating such a plan. A brief discussion of pertinent issues, questions, and concerns accompanies each procedural step. Then, in four attached appendices, sample forms are provided for the work that needs to be done for the completion of the plan. Appendix A contains three sets of interviewing forms, or questionnaires—one for the director of the local employment and training agency; one for key management and operations staff members; and one for external economic development, social service, and community planning agencies. Appendix B is composed of summary planning worksheets, while Appendix C contains a second set of sample summary worksheets on which to display data gathered from the interview questionnaires. Preliminary information for the development of an annual operational plan for the use of labor market information for the Fort Wayne (Indiana) Area Consortium makes up Appendix D. (Much of the conceptual work for this report was based on field work in that city and on consultation with agency staff members.) The report is written in the form of suggested guidelines. By following the outlined procedures, a comprehensive operational plan can be developed for the use of labor market information. (KC)

ED 212 756 CE 030 041
Conducting a Labor Market Analysis. Guidelines and Procedures.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency—Employment and Training Administration (DOL), Washington, D.C.; Fort Wayne Area Consortium, IN.

Pub Date—Sep 80

Note—64p; For a related document see CE 030 040.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Data Analysis, Data Collection, Employment, Employment Programs, Federal Programs, Guidelines, Information Systems, Job Training, Labor Market, Labor Needs, Labor Supply, Models, Research Design, Research Methodology, Statistical Analysis.

Identifiers—Comprehensive Employment and Training Act.

This report contains procedural guidelines to assist local Comprehensive Employment and Training Act (CETA) prime sponsor staff members in developing a labor market analysis of the local economy. The guidelines are designed to be used in conjunction with other materials that have been developed by the United States Department of Labor. The focus of the report is on "the how" of preparing a labor market analysis. The report consists of a set of 16 procedures which, taken together, provide a step-by-step guide for the prime sponsor's staff members who are responsible for conducting an analysis of the local labor market. Under each procedure are listed concerns and pertinent issues that need to be considered. The procedures are designed as models; they can be adapted to meet the needs of each CETA agency. Following the main body of the report, three appendices provide an in-depth discussion of important issues associated with conducting a labor market analysis. These issues are: (1) data display, (2) data collection, and (3) the development of a labor market information management reporting system. (KC)

ED 212 757 CE 030 265

Prager, Audrey And Others.
Education and Work Councils: Four Case Studies.

Abt Associates, Inc., Cambridge, Mass.
Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Feb 81

Contract—400-78-0032
Note—134p; For a related document see ED 195 689.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Agency Cooperation, Case Studies, Community Cooperation, Community Programs, Coordination, Economic Development, Educational Cooperation, Education Work Relationship, Federal Legislation, Program Development, Program Effectiveness, Program Implementation, School Community Relationship, School Districts.

Identifiers—Comprehensive Employment and Training Act, Education and Work Councils,

Education to Work Council of Philadelphia, Mid Michigan Community Action Council, Private Sector, Santa Barbara Community Career Development Council, Work Education Council Southeastern Michigan.

This collection of four case studies represents the conclusion of a two-phase study of a federal program to sponsor education and work councils. Following an outline of the history and concept of education and work councils as well as the findings of a study of such councils, the importance of council collaboration with selected sectors is discussed. A case study of the Education to Work Council of Philadelphia (EWC) is presented as an example of cooperating with Comprehensive Employment and Training Act (CETA) agencies. Described in terms of a program facilitating local economic development is the Mid-Michigan Community Action Council (MMCAC). The Work/Education Council of Southeastern Michigan (WECSEM) is examined with special attention to its practice of inter-council collaboration and strategies for organizational development. Provided as a model for involving the private sector in public programs and policies is a case study of the Santa Barbara Community Career Development Council (CCDC). The issue of overcoming obstacles of collaboration is also addressed. (A related overview of findings and recommendations regarding the education and work council program is available separately—see note.) (MN)

ED 212 758 CE 030 590

Engstrom, William E. Reter, Ronald F.

CETA/Education Linkages: Case Studies and Recommendations.

Trust, Inc., Chicago, Ill.
Spons Agency—Illinois State Dept. of Commerce and Community Affairs, Springfield.

Pub Date—Sep 81

Note—107p.

Available from—TRUST, Inc., 220 S. State St., Room 214, Chicago, IL 60604 (\$1.00).

Pub Type—Reports - Descriptive (141) — Reports Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Case Studies, Disadvantaged, Educational Planning, Educational Research, Education Work Relationship, Employment Programs, Federal Programs, Information Dissemination, Information Utilization, Job Training, Linking Agents, Postsecondary Education, Program Development, Program Effectiveness, Program Improvement, Resource Allocation, Secondary Education, Vocational Education.

Identifiers—Comprehensive Employment and Training Act, Illinois, Linkage.

A national literature search was conducted on the state of the art that identified linkage activities and model linkage programs; a survey and follow-up questionnaire that identified 107 exemplary projects and received materials on 40 of them; and visits to 30 projects in the Chicago area and Illinois, California, Nevada, Colorado, Michigan, Ohio, Pennsylvania, New York, New Jersey, Maryland, and Washington, D.C. Subsequently, case studies were prepared on 20 of the projects (included in this report), and a series of recommendations were made to the governor of Illinois, to agencies involved in CETA, to the Department of Commerce and Community Affairs, to the Illinois Interagency Coordination Committee, to the State boards of education and higher education, to institutions of higher education, to CETA Prime Sponsors and Program Directors, and to various training agencies. Recommendations were aimed at developing a comprehensive plan for statewide cooperation between CETA and the educational community, ordered by the governor, and funded through various agencies involved. It was also recommended that additional linkages be developed between institutions of higher learning and CETA programs, that materials be developed by the board of education, and that exemplary features of some of the programs profiled in the case studies be adapted for use in the Illinois statewide linkage project. (KC)

ED 212 759 CE 030 592

Dunkle, Margaret And Others

Brake Shoes, Backhoes, & Balance Sheets. The

Changing Vocational Education of Rural Women.

Rural American Women, Inc., Washington, D.C.

Spons Agency—International Paper Company Foundation, New York, N.Y.; National Inst. of Education (ED), Washington, D.C. Educational

Policy and Organization Program.

Pub Date—Sep 81

Note—155p; P-79-0123; P-79-0124; P-79-0129; P-81-0064.

Available from—Rural American Women, Inc., 1522 K St., N.W., Suite 700, Washington, D.C. 20005 (\$7.00 for individuals; \$15.00 for organizations; \$5.00 for RAW members).

Pub Type—Collected Works - General (020) — Opinion Papers (120)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Access to Education, Adult Vocational Education, Agricultural Education, Educational Legislation, Educational Opportunities, Educational Policy, Employment Opportunities, Employment Patterns, Farmers, Farm Occupations, Federal Legislation, Females, Nontraditional Occupations, Postsecondary Education, Rural Areas, Secondary Education, Sex Fairness, Vocational Education, Womens Education.

Identifiers—Entrepreneurship, New England, New Hampshire, Rural Women, Self Employment, Vermont.

Five papers deal with special problems of vocational education for women and girls in rural and nonmetropolitan school districts. An introductory paper puts vocational education for women into a historical perspective, addresses current status of rural women, and depicts them four years after enactment of the most recent vocational education amendments which first included sex equity as a goal. The second paper focuses on self-employed women and female entrepreneurship development. It provides a statistical perspective on nonmetropolitan women in the labor market and detailed information on women-owned firms in New England. The third paper describes the different roles that farmwomen play in farming operations. Present employment of rural women who have left the farm is also considered. The fourth paper draws on interviews in rural Vermont and New Hampshire schools to discuss factors affecting women's enrollment in nontraditional programs and their job opportunities. The fifth paper outlines several major pieces of federal legislation that could be used to increase vocational education opportunities for rural women and girls. Specific goals or objectives to increase women's opportunities are then identified, and federal legislative and policy options for reaching these goals effectively are suggested. (YLB)

ED 212 760 CE 030 721

Bringing Women In: Towards a New Direction in Occupational Skills Training for Women.

International Center for Research on Women, Washington, D.C.

Spons Agency—Agency for International Development (IDCA), Washington, D.C. Office of Women in Development.

Pub Date—May 80

Contract—OTR-C-1801

Note—34p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Access to Education, Adult Basic Education, Adults, Adult Vocational Education, Basic Skills, Developing Nations, Economically Disadvantaged, Employed Women, Females, Job Skills, Job Training, Sex Discrimination, Sex Fairness, Womens Education.

This report focuses on the short term basic and occupational skills training needs of rural and urban poor women in developing countries who have had no schooling or those who have entered and/or have completed primary schooling. It is organized into three parts. Part 1 deals with the rationale for training women in occupational skills and examines salient issues of the current status of vocational training for women. Part 2 addresses the question of access, that is, constraints that women face in obtaining and making use of training. In part 3 a brief discussion addresses the concerns within USAID (United States Agency for International Development) regarding employment and income-generation skills training and highlights implications for women. A series of recommendations to deal with many of the issues discussed are presented. (YLB)

ED 212 761 CE 030 729

Sunachai, Sunthorn

Thailand's Functional Literacy Programme: A

Case Study of Activities in Educational Region 8.

The Struggle Against Illiteracy in Asia and the Pacific.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

Pub Date—81
Note—84p.

Available from—UNIPUB, Box 433, Murray Hill Station, New York, NY 10016.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Basic Education, *Adult Literacy, Adult Reading Programs, Case Studies, *Curriculum, Foreign Countries, *Functional Literacy, *Literacy Education, Outcomes of Education, Program Effectiveness, *Program Implementation, Reading Skills, Relevance (Education), Vocational Education

Identifiers—*Thailand

Before World War II, more than one million people took part in literacy education programs in Thailand. Because of the chaos caused by the war, however, and the subsequent disruptions of the country's life, fewer adults were taking part in literacy efforts. During the late 1960s and the 1970s, an increased emphasis was placed on literacy education for adults. A case study of the efforts of this program in Educational Region 8 in northern Thailand showed the activities and achievements of the program. (Region 8 was chosen for study because of its relatively high percentage of adult illiterates.) The Region 8 program concentrated on increasing literacy education in rural areas by establishing provincial lifelong education centers using mobile units, walking teachers, radio correspondence, and village level interest groups and reading centers. It also attempted to expand functional literacy offerings for non-native speakers, to stress the functional nature of literacy education, and especially to stress short-term vocational courses intertwined with literacy efforts. To this end, a practical curriculum was developed focusing on nutrition, family planning, village cooperation, and economic self-sufficiency. Functional literacy texts were created and revised periodically. Although several evaluation studies of the functional literacy program in Region 8 showed conflicting results, there did seem to be some improvement in participants' reading and mathematics skills, especially among those people whose villages had reading centers. (KC)

ED 212 762

CE 030 803

Vos, Robert

Attitudes, the Disadvantaged, and Vocational Education.

Pub Date—Apr 80

Note—33p; Paper presented at the North East Regional Graduate Leadership Development Conference (New Brunswick, NJ, April 1980)

Pub Type—Information Analyses (070) — Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrator Attitudes, Adolescents, Attitude Change, Attitudes, Definitions, Disadvantaged, *Disadvantaged Youth, *Economically Disadvantaged, Educational Legislation, *Educationally Disadvantaged, Federal Legislation, Literature Reviews, *School Attitudes, Secondary Education, *Student Attitudes, Student Needs, Teacher Attitudes, *Vocational Education

Examination of literature related to attitude theory, attitude development and change, attitudes and school achievement, and attitudes and their relationship to behavior reveals the following: (1) attitudes are learned predispositions to respond toward attitude objects; (2) because they are learned, attitudes are subject to change; and (3) even though the relationship between attitude and behavior may not be causative, it may be facilitative. Further review of literature pertaining to disadvantaged youth and attitudes toward vocational education reveals that disadvantaged youth, by nature of their disadvantage, may have attitudes which do not allow them to consider vocational education as a viable alternative to other high school programs. Knowing the magnitude and direction of the attitudes of disadvantaged youth can be the first step in nurturing positive attitudes toward vocational education. However, the limited research concerning attitudes of disadvantaged youth toward vocational education is not conclusive enough to determine if it is their attitudes that are preventing them from enrolling in vocational education programs. (MN)

ED 212 763

CE 030 809

Ober, Scot

The Format and Content of Written Business Communications, Research Results and Sample Curriculum Materials. The Basic Vocabulary of Written Business Communications.

Arizona State Univ., Tempe.

Spons Agency—Arizona State Dept. of Education, Phoenix.

Pub Date—81

Note—49p.

Pub Type—Reference Materials - Vocabularies/Classifications (134) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Business Correspondence, Lesson Plans, Letters (Correspondence), Office Occupations Education, Postsecondary Education, Secondary Education, Secretaries, Sex Fairness, Shorthand, Typewriting, *Vocabulary, *Word Frequency, *Word Lists, Written Language

Identifiers—National Secretaries Association

In order to determine the word frequency of written business vocabulary, 5,000 letters were sent to a nationwide random sample of members of the National Secretaries Association, asking them to submit copies of up to three pieces of written business communications (letters, memoranda, and reports) typed recently in their offices. A total of 1,411 respondents submitted 2,504 usable documents for the analysis, a response rate of 33 percent. The most frequently represented industry was manufacturing, and the least frequently represented industry was business and repair services. Chi-square analysis revealed no significant differences between the sample and the population of industries stratified by the percentages of typists, secretaries, and other clerical workers employed in each industry. Slightly more than half of the documents submitted were letters. The 2,504 documents analyzed contained 606,496 total words and 15,522 different words. The 10 most frequently occurring words accounted for one-half of all word occurrences. (This report contains lists of the 500 most frequently occurring words in written business communications by rank and by alphabetical order, lists of 100 most frequently used words by industry, lists of sexist words, and sample uses of the words in typing and shorthand lessons.) (KC)

ED 212 764

CE 030 839

Taggart, Robert

A Fisherman's Guide. An Assessment of Training and Remediation Strategies.

Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich.

Report No.—ISBN-0-911558-92-6

Pub Date—81

Note—394p.

Available from—W.E. Upjohn Institute for Employment Research, 300 South Westnedge Ave., Kalamazoo, MI 49007.

Pub Type—Information Analyses (070) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC16 Plus Postage.

Descriptors—Decision Making, Educational Strategies, *Employment Programs, Federal Legislation, *Federal Programs, *Job Training, Labor Force Development, Policy, Postsecondary Education, *Program Effectiveness, *Program Evaluation, Secondary Education, Underemployment, Unemployment

Identifiers—*Comprehensive Employment and Training Act, *Impact

Information on training and remediation activities for unemployed and underemployed persons is described and analyzed with emphasis on programs authorized by the Comprehensive Employment and Training Act (CETA). Chapter 1 overviews the dilemma of persons with employment and earnings problems and approaches to dealing with the problem. CETA, its training components, and its complicated legislative and programmatic structure are described in chapter 2. An overview is provided of activity levels and trends, allocation of training opportunities, and salient features of the various training approaches. Chapter 3 synthesizes findings from a wide range of evaluations concerning effectiveness of training activities, causal factors, and patterns of impact to determine why, how, and for whom, not just whether, training works. Focuses of chapter 4 are delivery and decision making. It attempts to determine how policy decisions, management approaches and systems, and institutional factors produce the results which have been analyzed in the preceding chapters and to determine how improvements can best be achieved. Chapter 5 summarizes

and interprets the findings on training and its impacts as well as those concerning decision making and delivery. It discusses some controversial underlying issues and long-term options and provides detailed recommendations for immediate action. An index is provided. (YLB)

ED 212 765

CE 030 894

Reichert, Robert J.

Hermantown, Duluth, Proctor Vocational Education Feasibility Study. Research and Development Project in Career Education, Vocational.

Spons Agency—Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education; Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date—8 Dec 81

Note—76p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Cooperative Programs, *Educational Cooperation, *Feasibility Studies, *Institutional Cooperation, Regional Schools, School Districts, Secondary Education, Shared Facilities, *Shared Services, *Vocational Education, Vocational Schools

Identifiers—*Cooperative Centers (Vocational), Minnesota

A study investigated the feasibility of cooperation and sharing of secondary vocational education facilities and programs of the Duluth, Hermantown, and Proctor School Districts, Minnesota. Focus was on formal creation of a cooperative center. A walk-through inspection was conducted of secondary vocational education classrooms and facilities in the three school districts. New directions in vocational education were also considered, because due to rapidly expanding technology and the need to maintain facilities and equipment current with technology the three districts would perhaps benefit from cooperation in vocational education. An estimate of student demand for programs that might be offered through a cooperative center was prepared by use of a student survey at the Hermantown and Proctor School Districts, enrollment projections, and demand calculations based on experience of the Duluth School District. Optional methods for calculating a local district share of the cost of operating a cooperative center were also devised. Other issues regarding creating and operating a cooperative center were considered, including staff options, ownership of facilities, efficient use of teacher and student time, and restriction to secondary vocational education or inclusion of other courses. (YLB)

ED 212 766

CE 030 909

The Assessment of Competence of Students in the Health Field. Report on a Working Group

(Varna, Bulgaria, September 23-26, 1980).

World Health Organization, Copenhagen (Denmark). Regional Office for Europe.

Report No.—ICP/MPM-021; WHO-8085B

Pub Date—81

Note—14p.

Available from—Distribution and Sales, World Health Organization, 1211 Geneva 27, Switzerland.

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120) — Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Allied Health Occupations, *Allied Health Occupations Education, Allied Health Personnel, *Competence, Evaluation Methods, Guidelines, *Health Personnel, Job Performance, Job Skills, *Medical Education, Program Development, Program Implementation, *Student Evaluation

This report discusses a working group convened in Varna, Bulgaria, by the World Health Organization to examine trends, issues, and problems regarding assessment of health professional competence and to prepare guidance to improve existing arrangements. Following a summary of the proceedings, the main portion of the paper reports main findings and recommendations of the group on three topics. First, a set of principles are set forth that were developed to guide the development of assessment systems. Seven principles deal with the function and content of assessment. Eight principles are also presented that should guide educational institutions in the organization, structure, and methods of assessment. Next, four implications are discussed for application of the principles with regard to the use of different assessment methods.

Finally, strategies are suggested for implementing those procedures. Some recommendations are then summarized, including reduced emphasis on assessment of factual knowledge, evaluation of performance in real life settings, diagnostic evaluation instead of pass/fail examinations, encouragement of developmental research in assessment of health care professionals by member states, facilitation of implementation of recommendations by member states, and provision of appropriate facilities for the educational development of staff by member states. (YLB)

ED 212 767

CE 030 915

Dillon, Linda S.

A Framework Approach to Equity Planning.

Pub Date—May 81

Note—16p.

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Decision Making, *Educational Planning, Females, *Game Theory, Males, *Management Games, Models, Nontraditional Occupations, *Nontraditional Students, Problem Solving, Program Development, *Sex Fairness, Sex Stereotypes, Simulation, Two Year Colleges, *Vocational Education

Identifiers—*Framegames, North Carolina

A study was conducted to develop a model that would promote sex equity by increasing the enrollment of nontraditional sex membership in occupational education programs at North Carolina community colleges. In order to gather input from the colleges involved as well as educational and community leaders, a series of three conferences was planned to be held over a period of 18 months. The first conference focused on the current status of sex stereotyping and programs to overcome it in North Carolina; the second conference provided a format for dissemination of the first draft of a model developed based on the findings of the first conference; and the third conference is to be conducted to receive validation and feedback on the pilot-tested model. One person from each of the 58 institutions involved was selected to attend the conferences. The model developed as a result of the conferences consists of a framegame (an informal gamelike activity that may be used to gain consensus and problem resolution within management groups). Framegame activities include a kind of card game similar to poker with cards representing various strategies for implementing sex-fair policies and programs. The framegame's benefits are its ability to promote consensus, to insure input from all participants, and to make all individuals involved in the creation of the final model feel a sense of ownership for it. It was recommended that the framegame be used for implementing sex equity programs only if those involved are truly committed to sex equity. (KC)

ED 212 768

CE 030 925

Caulley, Constance Drake

Time for a Change: A Woman's Guide to Nontraditional Occupations.

Ellis Associates, Inc., Tulsa, OK.; Technical Education Research Center, Cambridge, Mass.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date—Sep 81

Contract—300-79-0659

Note—88p.; For related documents see CE 030 926-927.

Available from—TERC Publications, Dept. R, 44 Brattle St., Cambridge, MA 02138 (\$4.00, plus \$1.50 shipping; \$3.50 each for five or more copies to same address).

Pub Type—Guides - General (050)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adults, *Career Choice, Decision Making, Employment Opportunities, Employment Projections, *Females, Job Skills, *Nontraditional Occupations, Occupational Aspiration, *Occupational Information, Sex Bias, *Sex Fairness, Sex Stereotypes, Vocational Interests

This guide for women interested in nontraditional occupations (NTOs) describes nontraditional occupations and offers suggestions for deciding whether an NTO is appropriate for the individual. The need for women in NTOs is first addressed. Rewards are considered, and a checklist is provided to test for readiness to choose an NTO. These myths regarding women in NTOs are described: certain jobs are only for men or women, women lack strength for "men's work," women lack temperament for "men's

work," women cause disruptive sexual relationships on worksite, and women cause employers additional expense. Real barriers to success in an NTO are outlined—both internal (sex stereotyping, lack of self-confidence, age, concern for femininity) and external (finances; child care; vocational/academic preparation; social attitudes; harassment, isolation, and discrimination). Some general areas of the traditionally male occupations are overviewed, including engineering and science technology, industrial production, mechanics and repair occupations, and construction trades. Sketches of sample jobs in each area cover job duties, job environment, required interests and abilities, training needed for entry-level position, occupational outlook, benefits and advancement opportunities, average national starting salaries, and some similar jobs. Suggestions are offered for finding training and succeeding in training or on the job. (YLB)

ED 212 769

CE 030 926

Shuchat, Jo And Others

The Nuts and Bolts of NTO: A Handbook for Recruitment, Training, Support Services, and Placement of Women in Nontraditional Occupations.

Technical Education Research Center, Cambridge, Mass.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date—81

Contract—300-79-0659

Note—212p.; For related documents see CE 030 925-927. Developed by the staff of the Women's Outreach Project.

Available from—TERC Publications, Dept. R, 44 Brattle St., Cambridge, MA 02138 (\$14.00, plus \$1.50 shipping; orders of five or more to same address, \$12.00 each).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*Adults, Ancillary School Services, Blacks, Career Exploration, Community Resources, Educational Planning, *Females, Followup Studies, *Job Placement, *Job Training, *Nontraditional Occupations, Postsecondary Education, *Program Development, Program Evaluation, Publicity, School Holding Power, Student Recruitment, Vocational Education, Vocational Schools

This handbook for program coordinators in public postsecondary vocational-technical schools presents guidelines for establishing programs to prepare adult women for nontraditional occupations (NTOs). It focuses on recruiting, retaining, and placing women in NTO programs. Chapter 1 provides definitions and looks at need for NTO programs. Planning and evaluation are considered in chapter 2, including development of a detailed program plan, budget, and program location. Chapter 3 offers suggestions for coordinating school and community resources. In chapter 4 are techniques for use within and outside of the school for outreach. Attention is given to arranging upgrading courses for women in industry and recruiting black women. Chapter 5 offers career exploration techniques. Occupational counseling is discussed. Chapters 6 and 7 cover support services that help women deal with home and school obstacles and with opposition to their career choice in NTO training and on the job. Suggestions are offered in chapter 8 for successful placement and followup. (Chapters 3-8 conclude with a startup checklist. All but chapter 3 contain evaluation of the procedures recommended in the chapter.) Appendixes include list of community and national resources, NTO Program Maintenance Checklist, sample outreach materials, sample forms, and bibliography and audiovisuals. An index is provided. (YLB)

ED 212 770

CE 030 927

Shuchat, Jo

Development of an Outreach Program to Attract Women into Male-Intensive Vocational Education Programs. The Women's Outreach Project. Final Report.

Technical Education Research Center, Cambridge, Mass.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date—19 Jan 82

Contract—300-79-0659

Note—44p.; For related documents see CE 030 925-926.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Careers, *Females, Field Tests, Guides, Interviews, Literature Reviews, *Material Development, *Nontraditional Occupations, Postsecondary Education, *Program Development, *Vocational Education, Vocational Schools

A project developed and published a handbook for coordinators of nontraditional occupations (NTO) programs for adult women in postsecondary vocational-technical institutions and a guide for women considering NTO career options. Information about successful elements of postsecondary programs for adult women in NTOs was collected both from a literature review and from telephone interviews at the national, regional, and state levels; with programs informants had suggested; and with women completing NTO training or working in NTO jobs. The books developed were "The Nuts and Bolts of NTO," the coordinator handbook, and "Time for Change," a guide for women. Field test sites were chosen in a national competition. Monitoring procedures included a site director's monthly report, three visits by monitors, and weekly telephone conferences with site directors. Field test achievements were positive staff and student attitudes, high enrollment, and NTO program continuance with inside funds by all five field test schools. The books were revised; 1500 copies of each were printed and distributed. Two areas were recommended for future research and development: followup and NTO for men. Appendixes include summary of interviews with coordinators of 160 NTO programs, field test application questions, field test site program descriptions, and covers, title pages, and tables of contents from the two publications. (YLB)

ED 212 771

CE 030 929

Geigle, Erwin K.

A Funding Process to Distribute Federal Vocational Education Dollars to Minnesota Area Vocational-Technical Institutes for Augmenting the Education of Special Needs Students. Final Report.

Spons Agency—Minnesota State Dept. of Education, St. Paul.; Minnesota Univ., Minneapolis. Dept. of Vocational and Technical Education.; Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date—Sep 81

Note—67p.; Some pages will not reproduce well due to poor print. For a related document see ED 205 682.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Ancillary School Services, Disadvantaged, *Economically Disadvantaged, Educational Legislation, *Federal Aid, Federal Legislation, Postsecondary Education, Regional Schools, *Resource Allocation, Secondary Education, *Vocational Education, Vocational Schools

Identifiers—*Education Amendments 1976, *Funding Formulas, Minnesota, Special Needs Students

This final report describes a project to develop a funding process for the distribution of Federal Vocational Education dollars to eligible recipients as dictated by P. L. 94-482. An introductory section considers project background and rationale for a revised system. Section 2 discusses procedures used in the development of a funding process to distribute federal special needs set-aside funds to Minnesota Area Vocational-Technical Institutes. Minimum special needs support services are the topic of section 3. Section 4 provides discussion of procedures used in the preparation of proposals for special needs set-aside funds. Twelve recommendations are made in section 5 for consideration by the Division of Vocational-Technical Education for its short- and long-term planning. Section 6 provides exhibits associated with discussions in section 2-5, including state criteria, Model Guidelines for Annual Application, sample budget/financial reports, and sample special needs analytical profile. The final section, Federal Funding, provides a compilation of the proposed system, including diagrams, steps, timelines, and criteria describing procedures used in the distribution of federal funds. (YLB)

ED 212 772

CE 030 951

Stembridge, James E., Jr.

New and Changing Occupations. Documenting "Evidence of Need" for New Occupational Training Programs and Changes in Existing Occupational Training Programs.

Oregon Occupational Information Coordinating Committee, Salem.

Pub Date—Aug 81

Note—57p.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Educational Planning, *Employment Projections, *Guidelines, *Job Training, *Needs Assessment, Occupational Information, Postsecondary Education, *Program Development, Secondary Education, *Vocational Education

Identifiers—*Emerging Occupations, Oregon

Products and materials are provided from an Oregon project to define "new" and "changing" occupations for which training programs are needed and to determine guidelines to document "evidence of need." The legislative reference is addressed and pertinent literature is reviewed. Developed to establish the level of need of individual training programs or changes in existing programs, the guidelines begin with the definitions of new and changing occupations. They are designed to be adaptable to all agencies in planning occupation-oriented education and training, including community colleges, Comprehensive Employment and Training Act, higher education, apprenticeship, and proprietary school programs. Presented in outline form with detailed explanation following, guidelines cover these topics: occupational description, brief description of training required, employment projections, factors supporting employment projections, occupational characteristics, employee characteristics, and sources of information. Appendixes, amounting to approximately two-thirds of the report, include three examples of the guidelines in use for interpreter for the deaf, word processing specialist, and software technician; concept paper; subcommittee minutes; national compilation of new and emerging occupations; and bibliography. (YLB)

ED 212 773

CE 030 959

Klitze, Elizabeth

Impacts on Schools and Team Members of Participating in a Wisconsin Secondary Vocational Education Evaluation during 1978-80.

Pub Date—81

Note—20p.; Paper presented at the Annual Convention of the American Vocational Association (Atlanta, GA, December 1981). For a related document see ED 205 764.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Case Studies, Educational Change, *Program Evaluation, Questionnaires, *School Involvement, School Visitation, Secondary Education, *Secondary Schools, *Teacher Participation, *Vocational Education, *Vocational Education Teachers

Identifiers—*Impact, Wisconsin

A study assessed impacts on 58 schools and 286 On-Site Visitation team members of participating in a Wisconsin Secondary Vocational Education Evaluation during 1978-80. Quantitative data were collected through 402 questionnaires; 116 were sent to Local Vocational Education Coordinators (LVECs), and 286 to On-Site team members. Qualitative data were collected through 8-10 interviews conducted at each of six secondary schools. Findings showed that participation of schools in an evaluation changed the vocational education program of 70% of the 58 schools involved. Serving on an On-Site Team Evaluation changed the way in which 73% of the vocational educators did their work. The manner in which schools utilized evaluation findings influenced evaluation effectiveness. Impacts came from two forms of utilization—decision-making and discussion. Ten specific impact areas were studied: changing role of the LVEC, increased vocational staff commitment, employer/advisory committee member participation, articulation, guidance, adding/discontinuing capstone programs, special needs, adding equipment, role stereotyping, and placement services. Impact on Team Members and how they did their work as vocational educators was studied by judging the two forms of utilization of on-site evaluation experience. Four specific impact areas were studied: spin-off to home program, reciprocity between schools, state-

wide articulation in vocational education, and financial considerations. (YLB)

ED 212 774

CE 030 963

Perrone, Vito And Others

Secondary School Students and Employment. An Introduction to the Data: 1.

North Dakota Univ., Grand Forks. Bureau of Educational Research and Services.

Pub Date—Sep 81

Note—28p.; For a related document see CE 030 964.

Available from—Bureau of Educational Research and Services, Box 8158, University Station, Grand Forks, ND 58201 (\$1.50).

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Employer Attitudes, Employment Patterns, *Employment Statistics, High Schools, *High School Students, Student Attitudes, *Student Employment, Student Records, Tables (Data), Teacher Attitudes, Work Attitudes

Identifiers—*North Dakota (Fargo), *North Dakota (Grand Forks)

This monograph provides a contextual statement and an introduction to some data from a study of high school students and their employment. The small amount of interpretive comment introduces the 31 tables and calls attention to specific data of particular significance. Data (presented in percentages) come from a survey of all (2056) junior and senior students in the Grand Forks and Fargo public schools (4 schools), 50% of the teachers (190 teachers) in these schools representing all subject fields, 160 parents of surveyed students, 50 employers of students in Grand Forks and Fargo, and school records of 350 of the students who completed the survey. Tables present these types of data: students employed and not employed, hours of work per week, employment sources, dollars per hour, sources used for employment, rationale for employment, student ratings of academic skills, perceived interests of parents, students' motivational level, school absence, employment attitudes, teacher perspectives about student employment, student participation and attendance in extracurricular activities, extracurricular and work hours by father's occupational status, and employer ratings of job performance, reliability, and assessment of academic skills. (YLB)

ED 212 775

CE 030 964

Perrone, Vito And Others

Secondary School Students and Employment. An Introduction to the Data: 2. [Methodology and Instrumentation].

North Dakota Univ., Grand Forks. Bureau of Educational Research and Services.

Pub Date—Sep 81

Note—62p.; For a related document see CE 030 963.

Available from—Bureau of Educational Research and Services, Box 8158, University Station, Grand Forks, ND 58201 (\$1.50).

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Employer Attitudes, High Schools, *High School Students, Interviews, Questionnaires, *Research Methodology, Student Attitudes, *Student Employment, Student Records, Teacher Attitudes, Work Attitudes

Identifiers—*North Dakota (Fargo), *North Dakota (Grand Forks)

This monograph provides a contextual statement, overview of the methodology, and copies of instruments and related materials from a study of high school students and their employment in Grand Forks and Fargo, North Dakota. The contextual statement summarizes background information and rationale for the study. In the section on methodology and instrumentation are included the basic survey instrument used for juniors and seniors and the covering information letter, introductory letter and telephone interview instrument used for selected students, introductory letter and interview instrument used for 50% of the teachers in the four schools, introductory letter and interview instruments (one for telephone interviews and another for face-to-face interviews) used for parents of students who participated in the telephone interviews, introductory letter and interview instrument used for employers of high school students, and the form provided to schools for gathering student information from school records. (Data from the study are

found in CE 030 964.) (YLB)

ED 212 776

CE 030 990

Pucinski, Roman

Policy Analysis and Suggested Changes in Vocational Education.

Stanford Univ., Calif. Center for Educational Research at Stanford.

Spons Agency—National Inst. of Education (ED), Washington, D.C. Educational Policy and Organization Program.

Pub Date—[78]

Contract—400-77-0076

Note—21p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Compliance (Legal), Educational Legislation, Educational Needs, Educational Planning, *Educational Research, *Federal Legislation, Federal Programs, Postsecondary Education, Secondary Education, *Statewide Planning, *Vocational Education

Identifiers—*National Institute of Education, State Advisory Councils, *Vocational Education

Amendments 1976, Vocational Education Study Studies mandated to the National Institute of Education (NIE) by the Vocational Education Amendments of 1976 can provide an on-going assessment of vocational education's success in meeting changing needs of the states and nation. They can provide new concepts to help meet vocational education's goals in eight ways. These are (1) clarifying who has responsibility for what, (2) determining reasons for continuing decline in basic skills of students, (3) stopping vocational education's treatment as a stepchild, (4) ending vocational parochialism at high school and community college levels, (5) leaving vocational education in hands of the education community, (6) designing vocational education for the gifted, (7) revealing need for a national policy, and (8) examining all state plans. NIE studies should assess the advisory role of State Advisory Councils on Vocational Education in planning, effectiveness of interagency cooperation, and state plans and programs to help American students compete internationally. Other areas that should be included in the NIE study are state plans as planning or "compliance" documents, postsecondary vocational education, use of the 15 career clusters used for curriculum development and program planning, successful use of curriculum developed by the Office of Education, effectiveness of using existing programs for greater interagency cooperation, and feasibility of moving the United States Employment Service to the Bureau of Occupational and Adult Education. (YLB)

ED 212 777

CE 030 992

Reisner, Elizabeth R.

Alternatives to the Current Federal Role in Vocational Education: Inclusion of Vocational Education Programs in a Consolidated Educational Grants Program. Final Report.

NTS Research Corp., Durham, N.C.

Spons Agency—National Inst. of Education (ED), Washington, D.C. Educational Policy and Organization Program.

Pub Date—1 Oct 81

Note—63p.; P-81-0001.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Compliance (Legal), Educational Legislation, Elementary Secondary Education, *Federal Aid, *Federal Government, *Federal Legislation, Federal Programs, *Government Role, Program Administration, *Vocational Education

Identifiers—Education for All Handicapped Children Act, Elementary Secondary Education Act Title I, Elementary Secondary Education Act Title VII, *Reauthorization Legislation, Rehabilitation Act 1973, *Vocational Education Amendments 1976, Vocational Education Study A background and framework are established for use in assessing effects of possible proposals for consolidating the Vocational Education Act (VEA) with other federal programs assisting elementary and secondary education. The paper is organized into three sections. The first describes factors that have led to the current interest in consolidation including inconsistency among federal programs, inadequate coordination in delivery of federally assisted services, and federal intervention into local educational decision-making and operations. In the second section key provisions of the VEA are compared with provisions in other federal educational

programs, namely the Rehabilitation Act of 1973, Elementary and Secondary Education Act (ESEA) Title I, Education for All Handicapped Children Act, and ESEA Title VII. Six categories of provisions are considered: procedures for allocation of federal funds, assignment of responsibilities for program administration, target group, services provided with federal funds, services provided with state and local funds, and safeguards ensuring compliance with program requirements and nondiscrimination standards. The third section discusses possible approaches to consolidating the VEA with other elementary and secondary programs and proposes six objectives for designing specific proposals for program change. Discussion is organized on the basis of the program components considered in section 2. (YLB)

ED 212 778 CE 031 000

Sheppard, N. Allen

Towards Quality Vocational Education Programs: Implications for Evaluation Approaches and Criteria.

Stanford Univ., Calif. Center for Educational Research at Stanford.

Spons Agency—National Inst. of Education (ED), Washington, D.C. Educational Policy and Organization Program.

Pub Date—[78]

Contract—400-77-0076

Note—19p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Assessment, *Educational Quality, *Evaluation Criteria, Postsecondary Education, *Program Effectiveness, *Program Evaluation, Secondary Education, *Vocational Education

Identifiers—Vocational Education Study

Information relative to what constitutes quality vocational programs is necessary as a basis for program evaluation. Moss (1968) has defined program evaluation as the process of attributing differences between actual and comparative outcomes to program characteristics under different conditions of student characteristics and intervening influences, and judging the value of program characteristics. The definition has two important qualities—evaluation must be comparative and differences must be attributable to program characteristics or interaction of programs and student characteristics. Few reports have directly addressed the concept of "quality" or what constitutes quality in vocational education. Quality, however, must be assured as quantity of vocational education has increased. Three factors are suggested as determining quality: scope, management by objective, and bench marks. Common criteria used in judging quality of the vocational education process are a stated set of objectives, quality of student commitment and motivation, quality of faculty, facilities and equipment, quality of program or curriculum, and feedback mechanisms for evaluation. Process or product criteria must be chosen for program evaluation. A viable measure would be the degree the program increases graduate employability, produces measurable benefits of achievement, and improves retention rates. Outcomes other than employment should be included as nontraditional criteria for program evaluation. (YLB)

ED 212 779 CE 031 125

Bethke, Patricia And Others

English as a Second Language. Curriculum Guide.

Triton Coll., River Grove, Ill.

Spons Agency—Illinois State Board of Education, Springfield; Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date—81

Note—154p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Adult Education, *Communicative Competence (Languages), Competence, Course Content, Curriculum Guides, *Daily Living Skills, *English (Second Language), *Grammar, Listening Skills, Non English Speaking, Pronunciation, Reading Skills, *Second Language Instruction, Second Language Programs, Skills, Speech Skills, Spelling, Two Year Colleges, Writing Skills

Identifiers—Triton College II

Intended as a primary reference for teachers in Triton College's English as a Second Language (ESL) program, this curriculum guide determines course content for six levels of instruction and sup-

plemental courses. Introductory materials discuss use of the guide and provide introductions to the three core components into which each level is divided: practical life competencies, structures, and communicative skills. Content is then provided for each of the six levels in the program—Pre-Level I (Beginning Conversation) and Levels I-V. Topics are listed that should be covered within each of the three core components for that level. Appendixes include a needs assessment for determining topics students wish to discuss in class (Levels III-V); list of suggested teaching methods, techniques, and strategies; list of common American gestures (non-verbal communication); Triton College ESL textbook options; and Triton resources, both materials in the Adult Basic Education library and handouts for dissemination. (YLB)

ED 212 780 CE 031 147

Consumer Decisions. Student Manual.

Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

Pub Date—[82]

Note—110p.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Behavioral Objectives, *Books, *Childrens Literature, Consumer Economics, *Consumer Education, *Consumer Protection, Consumer Science, *Decision Making, Food, Foods Instruction, Instructional Materials, Learning Activities, Preschool Children, *Purchasing, Secondary Education

Identifiers—*Convenience Foods

This student manual covers five areas relating to consumer decisions. Titles of the five sections are Consumer Law, Consumer Decision Making, Buying a Car, Convenience Foods, and Books for Preschool Children. Each section may contain some or all of these materials: list of objectives, informative sections, questions on the information and answers, case studies, word list, and activities. (YLB)

ED 212 781 CE 031 154

Kromhout, Ora M. And Others

A Guide to Employability Skills Materials.

Florida State Univ., Tallahassee. Career Education Center.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

Pub Date—75

Note—83p.; For related documents see CE 031 155-166.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adult Education, Annotated Bibliographies, *Career Education, Competency Based Education, *Educational Resources, *Employment Potential, High Schools, *Instructional Materials, *Job Skills, Learning Disabilities, Motivation, Reading Difficulties, Reference Materials, Resource Materials, Secondary Education, Spanish, State Standards

Identifiers—Florida

This guide identifies existing employability skills materials and provides annotations to assist the reader in selecting materials. To assist Florida educators in relating employability skills to educational goals, Florida goals and standards are presented. A Topic Index to Titles first provides a topic outline of skills areas based on The Florida Catalog of Occupational Education Objectives: Employability Skills. Titles of materials are grouped by media. Materials here (and throughout the guide) are coded to indicate Spanish availability; low reading ability; and learning disabilities or low motivation, or both. The annotations section—the heart of the guide—groups materials by media: cassettes, films, filmstrips, Florida materials, games, kits, print (aptitude and interest inventories, periodicals, professional materials, student materials), and transparencies/slide masters. Annotations include name of publisher or source, grade level, brief description, and price and date of publication whenever this information is available. Materials are suitable for senior high school students unless otherwise indicated. Other contents of the guide include (1) listings of free and inexpensive materials, helpful names and addresses, and Florida B2 modules related to employability skills; (2) publishers' addresses; and (3) title index. (YLB)

ED 212 782 CE 031 155

Kromhout, Ora M. And Others

Choosing an Occupation. Revised. Employability Skills Series.

Florida State Univ., Tallahassee. Career Education Center.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

Pub Date—Jul 79

Note—109p.; For related documents see CE 031 154-166.

Pub Type—Guides - Classroom - Learner (051) — Tests/Questionnaires (160)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Ability, Adult Education, Behavioral Objectives, *Career Choice, *Career Education, *Career Exploration, Competency Based Education, *Employment Potential, Glossaries, Learning Activities, Learning Modules, Performance Tests, Postsecondary Education, Secondary Education, Self Concept, *Self Evaluation (Individuals), Units of Study, *Vocational Interests

Identifiers—Employability Skills Series

This student booklet on choosing an occupation is one of six in the Employability Skills Series, a set of instructional materials designed to teach secondary students and adults the skills involved in getting and keeping a job. The competency-based material is oriented to young adults but written at approximately the fifth-grade reading level. (An instructor's guide is available separately as CE 031 156.) Designed to show the student some ways to find out about himself/herself and about different occupations, the unit focuses on three areas: looking at oneself, exploring occupations, and matching oneself to an occupation. A list of seven knowledge and performance objectives acts as a table of contents. For each objective there are several pages of instructions and some activities for practice. A performance test with performance checklist is provided for each performance objective; a self-test is provided for each knowledge objective. Answer keys are provided for activities and self-tests where needed. These other materials are also given: unit review and glossary. Appendixes include an Occupational Outlook Handbook, Occupations Chart, list of helpful names and addresses, and extra copies of the forms used in the unit. (YLB)

ED 212 783 CE 031 156

Morse, Linda W.

Choosing an Occupation. Instructor's Guide. Revised. Employability Skills Series.

Florida State Univ., Tallahassee. Career Education Center.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

Pub Date—Jun 79

Note—145p.; For related documents see CE 031 154-166.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Ability, Adult Education, Annotated Bibliographies, Behavioral Objectives, *Career Choice, *Career Education, *Career Exploration, *Employment Potential, Interests, Learning Activities, Postsecondary Education, Secondary Education, Self Concept, Self Evaluation (Individuals), Teaching Guides, Teaching Methods, Units of Study, *Vocational Interests

Identifiers—Employability Skills Series

This instructor's guide accompanies the student booklet/unit on choosing an occupation in the Employability Skills Series. (The student booklet is available separately as CE 031 155.) It first discusses the Employability Skills Series. A section administering the unit details purpose of the unit and major concepts to be developed, lists student performance and knowledge objectives, presents a content outline, discusses the competency-based structure of the units, and describes basic procedures for using the unit, three classroom management plans, and materials needed. Suggestions are made to enrich the unit in the next section. Discussion questions are listed, and additional activities are presented with objectives, activity, time required, materials, and procedures outlined. Annotations of some resources available for teaching employability skills are also provided. The final section presents materials for measuring student performance, including performance test answer key and objectives; unit test answer key and objectives; unit test, forms A and B; and instructor record sheet. (YLB)

ED 212 784 CE 031 157

Kromhout, Ora M. Morse, Linda W.
Your Job Search. Revised. Employability Skills Series.
Florida State Univ., Tallahassee. Career Education Center.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
Pub Date—Jun 79

Note—68p.; For related documents see CE 031 154-166.

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Education, Behavioral Objectives, *Career Education, *Competency Based Education, *Employment Opportunities, *Employment Potential, Glossaries, *Job Search Methods, Job Skills, Learning Activities, Learning Modules, Occupational Information, Performance Tests, Postsecondary Education, Secondary Education, Units of Study

Identifiers—Employability Skills Series

This student booklet on job searches is one of six in the Employability Skills Series, a set of instructional materials designed to teach secondary students and adults the skills involved in getting and keeping a job. The competency-based material is oriented to young adults but written at approximately the fifth-grade reading level. (An instructor's guide is available separately as CE 031 158.) Designed to show the student how to look for a job, the unit focuses on three areas: planning the job search and preliminary steps, getting leads on job openings, and contacting employers to find out more about jobs. A list of 10 knowledge and performance objectives acts as a table of contents. For each objective there are several pages of instructions and some activities for practice. A performance test with performance checklist is provided for each performance objective; a self-test is provided for each knowledge objective. Answer keys are provided for activities and self-tests where needed. These other materials are also given: unit review and glossary. (YLB)

ED 212 785 CE 031 158

Kromhout, Ora M. Morse, Linda W.
Your Job Search. Instructor's Guide. Employability Skills Series.
Florida State Univ., Tallahassee. Career Education Center.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
Pub Date—Jun 79

Note—28p.; For related documents see CE 031 154-166.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Education, Annotated Bibliographies, Behavioral Objectives, *Career Education, *Employment Opportunities, *Employment Potential, *Job Search Methods, Job Skills, Learning Activities, Occupational Information, Postsecondary Education, Secondary Education, Teaching Guides, Teaching Methods, Units of Study

Identifiers—Employability Skills Series

This instructor's guide accompanies the student booklet/unit on job searches in the Employability Skills Series. (The booklet is available separately as CE 031 157.) It first discusses the Employability Skills Series. A section on administering the unit details purpose of the unit and major concepts to be developed, lists student performance and knowledge objectives, presents a content outline, discusses the competency-based structure of the units, and describes basic procedures for using the unit, three classroom management plans, and materials needed. Suggestions are made to enrich the unit in the next session. Discussion questions are listed, and additional activities are presented with objectives, activity, time required, materials, and procedures outlined. Annotations of some resources available for teaching employability skills are also provided. The final section presents materials for measuring student performance, including performance test answer key and objectives; unit test answer key and objectives; unit test, forms A and B; and instructor record sheet. (YLB)

ED 212 786 CE 031 159

Farrow, Douglas R.
Applying for a Job. Revised. Employability Skills Series.
Florida State Univ., Tallahassee. Career Education Center.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
Pub Date—Jan 80

Note—110p.; For related documents see CE 031 154-166.

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Adult Education, Behavioral Objectives, *Career Education, *Competency Based Education, *Employment Interviews, *Employment Potential, Glossaries, *Job Application, Job Search Methods, Learning Activities, Learning Modules, Performance Tests, *Portfolios (Background Materials), Postsecondary Education, Secondary Education, Units of Study

Identifiers—Employability Skills Series, *Resumes

This student booklet on applying for a job is one of six in the Employability Skills Series, a set of instructional materials designed to teach secondary students and adults the skills involved in getting and keeping a job. The competency-based material is oriented to young adults but written at approximately the fifth-grade reading level. (An instructor's guide is available separately as CE 031 160.) Designed to help the student prepare for applying for a job, the unit focuses on four areas: pre-application (official papers needed for employment, resumes), filling out an application form, interviewing for a job, and post-application (followup letter, pre-employment tests, accepting a job, failing to get a job). A list of seven knowledge and performance objectives acts as a table of contents. For each objective there are several pages of instructions and some activities for practice. A performance test with performance checklist is provided for each knowledge objective. Answer keys are provided for activities and self-tests where needed. These other materials are also given: unit review and glossary. Two resume forms are appended. (YLB)

ED 212 787 CE 031 160

Morse, Linda W.
Applying for a Job. Instructor's Guide. Revised. Employability Skills Series.
Florida State Univ., Tallahassee. Career Education Center.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
Pub Date—Jun 79

Note—43p.; For related documents see CE 031 154-166.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Education, Annotated Bibliographies, Behavioral Objectives, *Career Education, *Employment Interviews, *Employment Potential, *Job Application, Job Search Methods, Learning Activities, *Portfolios (Background Materials), Postsecondary Education, Secondary Education, Teaching Guides, Teaching Methods, Units of Study

Identifiers—Employability Skills Series, *Resumes

This instructor's guide accompanies the student booklet/unit on applying for a job in the Employability Skills Series. (The student booklet is available separately as CE 031 159.) It first discusses the Employability Skills Series. A section on administering the unit details purpose of the unit and major concepts to be developed, lists student performance and knowledge objectives, presents a content outline, discusses the competency-based structure of the units, and describes basic procedures for using the unit, three classroom management plans, and materials needed. Suggestions are made to enrich the unit in the next session. Discussion questions are listed, and additional activities are presented with objectives, activity, time required, materials, and procedures outlined. Annotations of some resources available for teaching employability skills are also provided. The final section presents materials for measuring student performance, including performance test answer key and objectives; unit test answer key and objectives; unit test, forms A and B; and instructor record sheet. (YLB)

ED 212 788 CE 031 161

Farrow, Douglas R.
Good Work! Revised. Employability Skills Series.
Florida State Univ., Tallahassee. Career Education Center.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
Pub Date—Jul 79

Note—97p.; For related documents see CE 031 154-166.

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adult Education, *Behavior, Behavioral Objectives, *Career Education, *Competency Based Education, *Employment Potential, Glossaries, Job Skills, Learning Activities, Learning Modules, Performance Tests, Postsecondary Education, Secondary Education, Units of Study, *Work Attitudes

Identifiers—Employability Skills Series

This student booklet on good work habits/behaviors is one of six in the Employability Skills Series, a set of instructional materials designed to teach secondary students and adults the skills involved in getting and keeping a job. The competency-based material is oriented to young adults but written at approximately the fifth-grade reading level. (An instructor's guide is available separately as CE 031 162.) Designed to help the student learn habits/behaviors to succeed on the job, the unit focuses on five areas: making time count (absenteeism, lateness), getting to know the job, practicing good habits at work (honesty, manners, safety), doing the job right (wastefulness, neatness, following instructions), and looking good (grooming). A list of 15 knowledge and performance objectives acts as a table of contents. For each objective there are several pages of instructions and some activities for practice. A performance test with performance checklist is provided for each performance objective; a self-test is provided for each knowledge objective. Answer keys are provided for activities and self-tests where needed. These other materials are also given: unit review and glossary. (YLB)

ED 212 789 CE 031 162

Farrow, Douglas R.
Good Work! Instructor's Guide. Revised. Employability Skills Series.
Florida State Univ., Tallahassee. Career Education Center.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
Pub Date—Jul 79

Note—51p.; For related documents see CE 031 154-166.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Education, Annotated Bibliographies, *Behavior, Behavioral Objectives, *Career Education, *Employment Potential, Job Skills, Learning Activities, Postsecondary Education, Secondary Education, Teaching Guides, Teaching Methods, Units of Study, *Work Attitudes

Identifiers—Employability Skills Series

This instructor's guide accompanies the student booklet/unit on good work habits/behaviors in the Employability Skills Series. (The student booklet is available separately as CE 031 161.) It first discusses the Employability Skills Series. A section on administering the unit details purpose of the unit and major concepts to be developed, lists student performance and knowledge objectives, presents a content outline, discusses the competency-based structure of the units, and describes basic procedures for using the unit, three classroom management plans, and materials needed. Suggestions are made to enrich the unit in the next session. Discussion questions are listed, and additional activities are presented with objectives, activity, time required, materials, and procedures outlined. Annotations of some resources available for teaching employability skills are also provided. The final section presents materials for measuring student performance, including performance test answer key and objectives; unit test answer key and objectives; unit test, forms A and B; and instructor record sheet. (YLB)

ED 212 790 CE 031 163

Kromhout, Ora M. And Others

Personal Finances. Revised. Employability Skills Series.

Florida State Univ., Tallahassee. Career Education Center.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

Pub Date—Jul 79

Note—176p.; For related documents see CE 031 154-166.

Pub Type—Guides - Classroom - Learner (051) EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Adult Education, Behavioral Objectives, *Budgeting, *Career Education, *Competency Based Education, Credit (Finance), *Employment Potential, Glossaries, Insurance, Learning Activities, Learning Modules, Loan Repayment, *Money Management, Performance Tests, Postsecondary Education, Secondary Education, Taxes, Units of Study

Identifiers—Employability Skills Series

This student booklet on personal finances is one of six in the Employability Skills Series, a set of instructional materials designed to teach secondary students and adults the skills involved in getting and keeping a job. The competency-based material is oriented to young adults but written at approximately the fifth-grade reading level. (An instructor's guide is available separately as CE 031 164.) Designed to show the student how to get the most out of his/her pay, the unit focuses on three areas: paychecks and taxes, spending money (credit, prompt pay bill payment, budgeting, insurance, borrowing money), and banking (savings and checking accounts). A list of 15 knowledge and performance objectives acts as a table of contents. For each objective there are several pages of instructions and some activities for practice. A performance test with performance checklist is provided for each performance objective; a self-test is provided for each knowledge objective. Answer keys are provided for activities and self-tests where needed. These other materials are also given: unit review and glossary. (YLB)

ED 212 791 CE 031 164

Farrow, Douglas R.

Personal Finances. Instructor's Guide. Revised. Employability Skills Series.

Florida State Univ., Tallahassee. Career Education Center.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

Pub Date—Jun 79

Note—74p.; For related documents see CE 031 154-166.

Pub Type—Guides - Classroom - Teacher (052) EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Education, Annotated Bibliographies, Behavioral Objectives, *Budgeting, *Career Education, Credit (Finance), *Employment Potential, Insurance, Learning Activities, Loan Repayment, *Money Management, Postsecondary Education, Secondary Education, Taxes, Teaching Guides, Teaching Methods, Units of Study

Identifiers—Employability Skills Series

This instructor's guide accompanies the student booklet/unit on personal finances in the Employability Skills Series. (The student booklet is available separately as CE 031 163.) It first discusses the Employability Skills Series. A section on administering the unit details purpose of the unit and major concepts to be developed, lists student performance and knowledge objectives, presents a content outline, discusses the competency-based structure of the units, and describes basic procedures for using the unit, three classroom management plans, and materials needed. Suggestions are made to enrich the unit in the next section. Discussion questions are listed, and additional activities are presented with objectives, activity, time required, materials, and procedures outlined. Annotations of some resources available for teaching employability skills are also provided. The final section presents materials for measuring student performance, including performance test answer key and objectives; unit test answer key and objectives; unit test, forms A and B; and instructor record sheet. (YLB)

ED 212 792 CE 031 165

Farrow, Douglas R. And Others

Job Change. Revised. Employability Skills Series.

Florida State Univ., Tallahassee. Career Education Center.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

Pub Date—Jul 79

Note—71p.; For related documents see CE 031 154-166.

Pub Type—Guides - Classroom - Learner (051) EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Education, Behavioral Objectives, *Career Change, *Career Education, *Career Planning, *Competency Based Education, *Employment Potential, Glossaries, Learning Activities, Learning Modules, Occupational Mobility, Performance Tests, Postsecondary Education, *Promotion (Occupational), Secondary Education, Units of Study

Identifiers—Employability Skills Series

This student booklet on job changes is one of six in the Employability Skills Series, a set of instructional materials designed to teach secondary students and adults the skills involved in getting and keeping a job. The competency-based material is oriented to young adults but written at approximately the fifth-grade reading level. (An instructor's guide is available separately as CE 031 166.) Designed to help the student learn how to handle job changes, the unit focuses on three areas: planning ahead (long-term career planning promotions), resigning, and changing jobs. A list of seven knowledge and performance objectives acts as a table of contents. For each objective there are several pages of instructions and some activities for practice. A performance test with performance checklist is provided for each performance objective. Answer keys are provided for activities and self-tests where needed. These other materials are also given: unit review and glossary. (YLB)

ED 212 793 CE 031 166

Farrow, Douglas R. And Others

Job Changes. Instructor's Guide. Revised. Employability Skills Series.

Florida State Univ., Tallahassee. Career Education Center.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

Pub Date—Jun 79

Note—47p.; For related documents see CE 031 154-165.

Pub Type—Guides - Classroom - Teacher (052) EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Education, Annotated Bibliographies, Behavioral Objectives, *Career Change, *Career Education, *Career Planning, *Employment Potential, Learning Activities, Occupational Mobility, Postsecondary Education, *Promotion (Occupational), Secondary Education, Teaching Guides, Teaching Methods, Tests, Units of Study

Identifiers—Employability Skills Series

This instructor's guide accompanies the student booklet/unit on job changes in the Employability Skills Series. (The student booklet is available separately as CE 031 165.) It first discusses the Employability Skills Series. A section on administering the unit details purpose of the unit and major concepts to be developed, lists student performance and knowledge objectives, presents a content outline, discusses the competency-based structure of the units, and describes basic procedures for using the unit, three classroom management plans, and materials needed. Suggestions are made to enrich the unit in the next section. Discussion questions are listed, and additional activities are presented with objectives, activity, time required, materials, and procedures outlined. Annotations of some resources available for teaching employability skills are also provided. The final section presents materials for measuring student performance, including performance test answer key and objectives; unit test answer key and objectives; unit test, forms A and B; and instructor record sheet. (YLB)

ED 212 794 CE 031 188

Barton, Stephanie Lang

Career Passports. The Job Connection.

National Inst. for Work and Learning, Washington, D.C.

Pub Date—Dec 81

Note—42p.

Available from—National Institute for Work and Learning, 1211 Connecticut Ave., N.W., Suite 301, Washington, DC 20036 (\$3.00).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Career Education, Demonstration Programs, Education Work Relationship, *Employment Qualifications, Material Development, Models, Objectives, *Portfolios (Background Materials), Profiles, Program Administration, Program Descriptions, *Program Implementation, School Business Relationship, School Community Relationship, Secondary Education, *Secondary School Students, *Student Records, Student Recruitment, *Work Experience

Identifiers—California (Santa Clara County), *Career Passports, Kentucky (Lexington), Massachusetts (Worcester)

Experiences in developing a Career Passport project are described for three pilot communities. (A Career Passport is a listing similar to an adult resume that describes a young person's experiences, skills, abilities, knowledge, and work-related attitudes.) An introduction describes the concept and its three essential ingredients as they were developed in the three pilot communities: base of operations (organization or institution), employer involvement, and outreach to youth. Background information is provided, and project goals are outlined. The projects are then described as they were developed in the three communities: Worcester, Massachusetts; Lexington, Kentucky; and Santa Clara County, California. The first two provide a model for a community-based project and the third a model for a school-based project. For each community experience this information is covered: the community, project goals, and project description. Appendixes include sample materials from each of the three projects. (YLB)

ED 212 795 CE 031 189

Aircraft Environmental System Mechanic, 2-9. Block I—Fundamentals. Military Curriculum Materials for Vocational and Technical Education.

Chanute AFB Technical Training Center, Ill.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date—[82]

Note—1,277p.; Small print in some diagrams will not reproduce well. For related documents see CE 031 190-192.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF10/PC52 Plus Postage.

Descriptors—*Aviation Mechanics, *Aviation Technology, Aviation Vocabulary, High Schools, Learning Activities, Learning Modules, Lesson Plans, Postsecondary Education, Programmed Instruction, *Programmed Instructional Materials, Teaching Methods, *Technical Education, Vocational Education, Workbooks

Identifiers—*Aircraft Environmental Systems, Military Curriculum Project

This publication contains a teaching guide and student instructional materials for conducting a high school or adult vocational education course to train persons to perform duties as an aircraft environmental systems mechanic. Course content has been adapted from a military course. The instructional design for this course is self-paced and/or small group-paced. Instructor materials contained in the course guide include lesson plans detailing training equipment needed, training methods, multiple instructor requirements, and instructional guidance. The student material includes a workbook and programmed texts with review exercises. A bibliography and glossary of terms are provided to aid both teacher and students. The course includes information on organizational and field maintenance of aircraft pressurization, air conditioning, and air starter systems, and life raft inflation equipment. The course is composed of four parts (see note). Block I (contained in this document) is composed of 24 lessons requiring 115 hours of instruction. Topics covered include safety; aircraft familiarization; physics; electron theory; magnetism; DC generation and basic circuit symbols and terms; wiring diagram fundamentals; control and protective devices; multimeter; Kirchhoff's current and voltage laws; Ohm's law; circuits; alternating current; capacitance; inductance; AC and DC motors and control circuits; solid state devices; magnetic amplifiers; and trainer aircraft air conditioning system. (KC)

ED 212 796 CE 031 190

Aircraft Environmental System Mechanic, 2-9. Block II—Air Conditioning Systems. Military Curriculum Materials for Vocational and Technical Education.

Chanute AFB Technical Training Center, Ill.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date—[82]
Note—629p; For related documents see CE 031 189-192.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF03/PC26 Plus Postage.

Descriptors—*Air Conditioning, *Air Conditioning Equipment, *Aviation Mechanics, *Aviation Technology, Aviation Vocabulary, High Schools, Learning Activities, Learning Modules, Lesson Plans, Postsecondary Education, Programed Instruction, *Programed Instructional Materials, Teaching Methods, *Technical Education, Vocational Education, Workbooks

Identifiers—*Aircraft Environmental Systems, Military Curriculum Project

This publication contains a teaching guide and student instructional materials for conducting a high school or adult vocational education course to train persons to perform duties as an aircraft environmental systems mechanic. Course content has been adapted from a military course. The instructional design for this course is self-paced and/or small group-paced. Instructor materials contained in the course guide include lesson plans detailing training equipment needed, training methods, multiple instructor requirements, and instructional guidance. The student material includes a workbook and programmed texts with review exercises. A bibliography and glossary of terms are provided to aid both teacher and students. The course includes information on organizational and field maintenance of aircraft pressurization, air conditioning, and air starter systems, and life raft inflation equipment. The course is composed of four parts (see note). Block II (contained in this document) is composed of eight lessons covering 124 hours of instruction. Topics covered include fighter cabin air conditioning system; rain removal system; equipment air conditioning system; temperature control system tester; bomber air conditioning system; decade resistor functions and windshield amplifier bench check; cargo bleed air and anti-icing system; and cargo air conditioning system. (KC)

ED 212 797 CE 031 191

Aircraft Environmental System Mechanic, 2-9. Block III—Aircraft Environmental Systems Units. Military Curriculum Materials for Vocational and Technical Education.

Chanute AFB Technical Training Center, Ill.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date—[82]
Note—801p; For related documents see CE 031 189-192.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF05/PC33 Plus Postage.

Descriptors—*Aviation Mechanics, *Aviation Technology, Aviation Vocabulary, High Schools, Learning Activities, Learning Modules, Lesson Plans, Postsecondary Education, Programed Instruction, *Programed Instructional Materials, Teaching Methods, *Technical Education, Vocational Education, Workbooks

Identifiers—*Aircraft Environmental Systems, Military Curriculum Project

This publication contains a teaching guide and student instructional materials for conducting a high school or adult vocational education course to train persons to perform duties as an aircraft environmental systems mechanic. Course content has been adapted from a military course. The instructional design for this course is self-paced and/or small group-paced. Instructor materials contained in the course guide include lesson plans detailing training equipment needed, training methods, multiple instructor requirements, and instructional guidance. The student material includes a workbook and programmed texts with review exercises. A bibliography and glossary of terms are provided to aid both teacher and students. The course includes information on organizational and field maintenance

of aircraft pressurization, air conditioning, and air starter systems, and life raft inflation equipment. The course is composed of four parts (see note). Block III (contained in this document) is composed of 13 lessons covering 102 hours of instruction. Topics covered are the following: tools, hardware, safety devices, and wire repair; maintenance of moisture separators; maintenance of bleed air distribution ducting; air turbine motor maintenance; turbine refrigeration devices; advanced fighter/bomber air source control system, air conditioning system, and windshield clearing system; maintenance of air control units; anti-G suit system; canopy seal system; pressurization systems; and cabin pressure leakage check. (KC)

ED 212 798 CE 031 192

Aircraft Environmental System Mechanic, 2-9. Block IV—Utility Systems and Flight Line Maintenance. Military Curriculum Materials for Vocational and Technical Education.

Chanute AFB Technical Training Center, Ill.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date—[82]
Note—509p; For related documents see CE 031 189-191.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF02/PC21 Plus Postage.

Descriptors—*Aviation Mechanics, *Aviation Technology, Aviation Vocabulary, High Schools, Learning Activities, Learning Modules, Lesson Plans, Postsecondary Education, Programed Instruction, *Programed Instructional Materials, Teaching Methods, *Technical Education, Vocational Education, Workbooks

Identifiers—*Aircraft Environmental Systems, Military Curriculum Project

This publication contains a teaching guide and student instructional materials for conducting a high school or adult vocational education course to train persons to perform duties as an aircraft environmental systems mechanic. The instructional design for this course is self-paced and/or small group-paced. Instructor materials contained in the course guide include lesson plans detailing training equipment needed, training methods, multiple instructor requirements, and instructional guidance. The student material includes a workbook and programmed texts with review exercises. A bibliography and glossary of terms are provided to aid both teacher and students. The course includes information on organizational and field maintenance of aircraft pressurization, air conditioning, and air starter systems, and life raft inflation equipment. The course is composed of four parts (see note). Block IV (contained in this document) is composed of nine lessons requiring 114.5 hours of instruction. Topics covered are the following: gaseous oxygen systems; liquid oxygen systems; liquid refrigeration systems and components; inspection maintenance of oxygen systems (liquid); cryotainer systems maintenance; liferaft inflation equipment; fire extinguisher system maintenance; flight line maintenance and inspections; and removal and replacement of system components. (KC)

ED 212 799 CE 031 193

Turboprop Propulsion Mechanic 2-8. Military Curriculum Materials for Vocational and Technical Education.

Chanute AFB Technical Training Center, Ill.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date—8 Apr 81
Note—916p.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF06/PC37 Plus Postage.

Descriptors—*Aviation Mechanics, Behavioral Objectives, Engines, Equipment, Maintenance, Equipment Utilization, Group Instruction, *Hydraulics, Individualized Instruction, Instructional Materials, Learning Activities, Lesson Plans, *Mechanics (Process), Military Training, Postsecondary Education, Power Technology, Safety, Secondary Education, Skilled Occupations, *Technical Education, Vocational Education

Identifiers—*Military Aviation, Military Curriculum Project, Turboprop Engines

These military-developed curriculum materials

for turboprop propulsion mechanics are targeted for use in grades 11-adult. Organized in five instructional blocks, the materials deal with the following topics: fundamentals of turboprop propulsion mechanics; engine and propeller systems operation; propeller maintenance; engine repair; and engine change, inspection, buildup, and rigging. Each unit contains lesson plans, programmed texts, a student workbook, and handouts. Also provided are statements of performance objectives and review exercises. For use in group as well as individualized instruction, these course materials train students to operate, remove, disassemble, inspect, test, and install hydraulically operated propellers, controls, and accessories. Also emphasized are ground safety practices, associated ground support equipment, and electrical fundamentals. Audio visual materials are recommended but not provided. (MN)

ED 212 800 CE 031 194

Wheeled Vehicle Electrical Systems. Military Curriculum Materials for Vocational and Technical Education.

Army Ordnance Center and School, Aberdeen Proving Ground, Md.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date—[81]
Note—410p; For related documents see CE 031 195-197.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC17 Plus Postage.

Descriptors—*Auto Mechanics, Correspondence Study, *Electrical Systems, Electronic Technicians, Engines, Independent Study, Inservice Education, Job Training, Learning Modules, *Military Training, *Motor Vehicles, Postsecondary Education, *Repair, Secondary Education, *Technical Education, Vocational Education

Identifiers—Military Curriculum Project

This course is one of several subcourses that make up the entire Army correspondence course on wheeled vehicle maintenance. The subcourse is designed to provide the student with information about the operation, malfunction diagnosis, maintenance, and repair of wheeled vehicle electrical systems. It provides the basic theory, and also includes on-the-job task assignments. The subcourse is divided into eight lessons covering the following topics: introduction to automotive electricity; automotive batteries; fundamentals of electrical testing equipment; generating systems; cranking systems; introduction to ignition systems; repair of ignition systems; and electrical systems. Each lesson contains objectives, text, task assignments, and review exercises. Answers for the exercises are provided after the final lesson, along with an examination and application task test. This subcourse is designed for student self-study, but could be used in small group learning situations. (KC)

ED 212 801 CE 031 195

Wheeled Vehicle Clutches, Transmissions, and Transfers. Military Curriculum Materials for Vocational and Technical Education.

Army Ordnance Center and School, Aberdeen Proving Ground, Md.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date—[81]
Note—255p; For related documents see CE 031 194-197.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—*Auto Mechanics, Correspondence Study, Course Content, Engines, Experiential Learning, Independent Study, Inservice Education, Job Training, Learning Modules, *Military Training, *Motor Vehicles, Postsecondary Education, *Repair, Secondary Education, *Technical Education, Vocational Education

Identifiers—*Clutches (Automotive), Military Curriculum Project, *Transmissions (Automotive)

This course is one of several subcourses that make up the entire Army correspondence course on wheeled vehicle maintenance. The subcourse is designed to provide the student with information about the operation, malfunction diagnosis, maintenance, and repair of wheeled vehicle clutches, transmissions, and transfer cases. It provides the basic theory, and also includes on-the-job task assignments. The subcourse is divided into six lessons

covering the following topics: fundamentals of gears; wheeled vehicle clutches; fundamentals of conventional transmissions and power takeoffs; maintenance of conventional transmissions and power takeoffs; wheeled vehicle automatic transmissions; and transfer cases. Each lesson contains objectives, text, task assignments, and review exercises. Answers for the exercises are provided after the final lesson, along with an examination and application task test. This subcourse is designed for student self-study, but could be used in small group learning situations. (KC)

ED 212 802 **CE 031 196**

Wheeled Vehicle Drive Lines, Axles, and Suspension Systems. Military Curriculum Materials for Vocational and Technical Education.
Army Ordnance Center and School, Aberdeen Proving Ground, Md.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date—[81]

Note—300p.; For related documents see CE 031 194-197.

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01/PC12 Plus Postage.

Descriptors—*Auto Mechanics, Correspondence Study, Engines, Experiential Learning, Independent Study, Inservice Education, Job Training, Learning Modules, *Military Training, *Motor Vehicles, Postsecondary Education, *Repair, Secondary Education, *Technical Education, Vocational Education

Identifiers—Axles, Military Curriculum Project, *Suspension Systems (Automotive)

This course is one of several subcourses that make up the entire Army correspondence course on wheeled vehicle maintenance. The subcourse is designed to provide the student with information about the operation, malfunction diagnosis, maintenance, and repair of wheeled vehicle drive lines, axles, and suspension systems. It provides the basic theory, and also includes on-the-job task assignments. The subcourse is divided into six lessons covering the following topics: propeller shaft assemblies; introduction to axle assemblies; maintenance of axles; introduction to suspension system components; maintenance of springs, shock absorbers, and frames; and maintenance of tires and wheels. Each lesson contains objectives, text, task assignments, and review exercises. Answers for the exercises are provided after the final lesson, along with an examination and application task test. This subcourse is designed for student self-study, but could be used in small group learning situations. (KC)

ED 212 803 **CE 031 197**

Wheeled Vehicle Steering Systems. Military Curriculum Materials for Vocational and Technical Education.

Army Ordnance Center and School, Aberdeen Proving Ground, Md.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date—[81]

Note—241p.; For related documents see CE 031 194-196.

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01/PC10 Plus Postage.

Descriptors—*Auto Mechanics, Correspondence Study, Engines, Experiential Learning, Independent Study, Inservice Education, Job Training, Learning Modules, *Military Training, *Motor Vehicles, Postsecondary Education, *Repair, Secondary Education, *Technical Education, Vocational Education

Identifiers—Military Curriculum Project, *Steering (Automotive)

This course is one of several subcourses that make up the entire Army correspondence course on wheeled vehicle maintenance. The subcourse is designed to provide the student with information about the operation, malfunction diagnosis, maintenance, and repair of wheeled vehicle steering systems. It provides the basic theory, and also includes on-the-job task assignments. The subcourse is divided into five lessons covering the following topics: fundamentals of hydraulics; introduction to wheeled steering systems; maintenance of mechanical steering gear assemblies; maintenance of power steering gears; and maintenance of steering link-

ages. Each lesson contains objectives, text, task assignments, and review exercises. Answers for the exercises are provided after the final lesson, along with an examination and application task test. This subcourse is designed for student self-study, but could be used in small group learning situations. (KC)

ED 212 804

Newton, Lawrence R.

Shop Math for the Metal Trades. Combination Welder Apprentice, Machinist Helper, Precision Metal Finisher, Sheet Metal Worker Apprentice. A Report on Metal Trades Industry Certified, Single-Concept, Mathematical Learning Projects to Eliminate Student Math Fears.

Weber State Coll., Ogden, Utah.

Spons Agency—Department of Education, Washington, D.C.; Utah State Office of Education, Salt Lake City. Adult Education Unit.

Pub Date—Jul 81

Note—415p.

Available from—Utah State Office of Education, Adult Education Unit, 250 East 500 South, Salt Lake City, UT 84111 (Report: \$20.00 each; Machinist Helper and Precision Metal Finisher Handouts: \$20.00 each).

Pub Type—Guides - Classroom - Learner (051) — Reports - Descriptive (141)

EDRS Price - MF01/PC17 Plus Postage.

Descriptors—Course Content, Job Skills, Learning Activities, Learning Modules, Machinists, *Mathematical Applications, *Mathematics Anxiety, Mathematics Curriculum, *Mathematics Instruction, *Metal Working, Postsecondary Education, Pretests Posttests, Sheet Metal Work, Shop Curriculum, Skilled Occupations, *Student Projects, *Technical Education, Two Year Colleges, Vocational Education, Welding

Identifiers—Utah

This project (1) identifies basic and functional mathematics skills (shop mathematics skills), (2) provides pretests on these functional mathematics skills, and (3) provides student learning projects (project sheets) that prepare metal trades students to read, understand, and apply mathematics and measuring skills that meet entry-level job requirements as defined by the metal trades industry for the following occupations: combination welder apprentice, machinist helper, precision metal finisher, and sheet metal worker apprentice. Each project sheet contains three elements: (1) identification of information, training conditions, training plan, and training goal; (2) review of basic mathematics principles; and (3) shop problems. The project sheets are included in the overall training outline, called the Student Training Record, for each of the occupations listed above. Each Record lists the milestones (major training subjects) and projects (learning activities) the student is to accomplish. Along with teaching the mathematics skills needed for the four occupations, the guide is also intended to reduce the students' mathematics anxiety. Input for the project was obtained from metal trades employers, instructors, and students throughout Northern Utah. (Author/KC)

ED 212 805

Mandell, Marvin B.

Self-Paced Mediated Drafting Instruction.

Pima Community Coll., Tucson, Ariz.

Pub Date—[81]

Note—10p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Audiovisual Aids, Audiovisual Instruction, *Autoinstructional Aids, Behavioral Objectives, Community Colleges, *Drafting, Individualized Instruction, Learning Laboratories, *Learning Modules, Magnetic Tape Cassettes, *Material Development, *Pacing, Slides, Technical Education, *Textbook Preparation, Textbooks, Two Year Colleges

Identifiers—Pima Community College AZ

Pima Community College produced self-paced individualized mediated drafting instruction to meet the needs of students with different skills, abilities, motivation, and experience. Areas of instructional information for skills of an introductory nature were divided into 13 units of instruction. These units were divided into areas of difficulty/modules: introduction (units 1-6), basic (7-9), and intermediate (10-13). Each unit was independent of any other within the same module. Units did not need to be done in sequence, but modules were to be completed in order. Each unit consisted of a carousel of

slides, cassette tape, and worksheets. The final examination was an instrument used for employment evaluation by industry of entry level skills for drafting applicants. It had been used as the final examination for all first level drafting students the previous year. No significant difference in student performance or retention was found between control and experimental groups. Other significant observations were improved student attitude, flexible laboratory time for students' convenience, and students' receiving individual attention as needed. Hardware and software were kept in house for the students' convenience. The Drafting Room Manual was produced as a text for the mediated program. (A description of the format is provided.) (YLB)

ED 212 806

Martinez, Pete

A Guide to the Implementation of Individualized Instruction: To Identify Problems and Exemplary Practices in the Adoption and Use of Vocational Education Curriculum Materials.

Oregon State Univ., Corvallis.

Spons Agency—Oregon State Dept. of Education, Salem.

Pub Date—[81]

Note—34p.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Guidelines, *Individualized Instruction, *Instructional Materials, Literature Reviews, Material Development, *Program Development, *Program Implementation, Research Utilization, Secondary Education, State Curriculum Guides, Teaching Guides, *Teaching Methods

Identifiers—Oregon

This document is designed to provide an overview of the Individualized Learning System as planned for implementation in Oregon vocational education programs. The document provides information and suggested procedures for implementation of an individualized course using Individualized Learning System materials. The guide is organized into six sections. The first two sections provide the rationale for individualized instruction and explain the teacher's and student's roles in an individualized instruction system. Section 3 reviews existing course materials, including goal-based planning for vocational education, the cluster guide, and the Individualized Learning System, while the next two sections explain how to plan the overall course and teach the individual units. Course management is discussed in section 6, with attention given to course format, documents for student use (survival guide, course format guide, individualized student progress chart, and student contract), and master records. A blank course planning form is provided in the guide's appendix. (KC)

ED 212 807

Thummel, William L. Welton, Richard F.

Teacher Education Activity in International

Agriculture: A National Assessment.

Pub Date—5 Dec 81

Note—23p.; Paper presented at the Annual Convention of the American Vocational Association (75th, Atlanta, GA, December 5, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Agricultural Education, *Developing Nations, Educational Research, Foreign Students, Higher Education, *International Programs, National Surveys, Questionnaires, Rural Development, School Role, *Teacher Education, Teacher Educators, Teacher Participation, Vocational Education, *Vocational Education Teachers

Identifiers—*International Agriculture Education

Involvement of agricultural teacher education personnel and programs in international activities during the 1960s and 1970s was assessed in a February 1979 nationwide survey. Experience and interest in international activities among agricultural teacher educators were also investigated. Data, analyzed on a regional and national basis, were obtained from questionnaires mailed to 84 head agriculture teacher educators and 348 agricultural education faculty members listed in the 1978-79 Directory of Agricultural Teacher Educators. Response rates were 80% of the agricultural teacher education institutions and 74% of teacher educators. Major findings were that (1) 50% of the programs had been involved in international activities; (2)

most institutions reported no program offerings in international agricultural education; (3) at least 245 students from 44 other nations were enrolled in agricultural education programs; (4) about one in five teacher educators had overseas experience in international agricultural education; and (5) 86% of respondents indicated interest in future assignments abroad in agricultural education. Analysis of findings led to these implications: courses and programs in international agricultural education will become more available, the often different needs and objectives of foreign students must be considered, and activity in international agricultural education will remain high in the Central and Eastern Regions and increase in the Southern Region. (YLB)

ED 212 808 CE 031 224
Glover-Smith, Alma J. Bell, Bernadette S.
Survival English Learning Experience Program for Foreign Born Adults. A 310 Special Demonstration Project, 1980/81.

Daytona Beach Community Coll., FL.
Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Adult and Community Education.

Pub Date—[81]
Note—70p.; Back cover may be marginally legible.
Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Education, *Adults, Behavioral Objectives, Curriculum Development, Daily Living Skills, Demonstration Programs, *English (Second Language), Immigrants, Individualized Instruction, Learning Activities, Learning Laboratories, Lesson Plans, *Material Development, Non English Speaking, Program Development, Program Evaluation, Second Language Learning, *Second Language Programs, *Teacher Developed Materials, Teaching Methods

Identifiers—*Adult Performance Level, Florida, Foreign Born, *Survival Skills

Written for teachers, coordinators, and supervisors, this manual describes the structural content of Project SELEP (Survival Skills in English Learning Experience Program). It indicates areas of concern in planning, establishing, and evaluating classes emphasizing survival skills for daily living appropriate for the foreign born adult in an English as a Second Language Program. Project objectives implemented in Project SELEP's curriculum are then listed, and its teaching techniques—team teaching and individualized learning laboratory—are outlined. Responsibilities of instructors and students are listed. Other materials include explanations of the topics to be included in teachers' lesson plans or course outlines, Project SELEP's flow chart, list of cooperative agencies, and description of drills used by teachers for instructional activities. Some lesson plans for teaching the foreign-born adult are appended. They cover these content areas: Beginning Level I: Identification Skills (27 lessons); Beginning Level II: Health (8 lessons), Occupational Knowledge (6 lessons), Consumer Economics (7 lessons). Each lesson plan follows this format: content area, topic, concept, prerequisites, performance objective, equipment and materials, learning activities, and evaluation. Other appendixes list prerequisites for Project SELEP classes and equipment needed. (YLB)

ED 212 809 CE 031 226
Carlson, Peter G.
Basic & Survival Consumer Economics for Adult Refugees.

Salt Lake City School District, UT. Community Education Services.

Spons Agency—Department of Education, Washington, D.C.; Utah State Office of Education, Salt Lake City.

Pub Date—Jun 81
Note—272p.

Language—English; Lao; Vietnamese
Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Adult Education, Asian Americans, Behavioral Objectives, Consumer Economics, *Consumer Education, *Daily Living Skills, *Family Health, Housing, Hygiene, Instructional Materials, *Laotians, Learning Activities, *Money Management, Nutrition, Refugees, Safety, *Vietnamese People
Identifiers—*Consumer Skills

Prepared to help teachers address the basic and survival level consumer needs of adult Vietnamese

and Laotian refugees, this instructional guide consists of five units of instructional materials. Topics of the individual units are (1) how the monetary system works (cash, checks, postal money orders, banking); (2) the family consumer (personal and family hygiene, laundry, home care, and landlord and tenant); (3) family safety and health (home safety, home medicine, emergencies, doctors and dentists, prescriptions, reading directions); (4) shopping for food and good nutrition (foods and adapted basic food groups, smart food shopping); (5) smart consumerism (types of stores, getting the best buy). Provided in each lesson are a teacher's sheet containing suggested activities, instructional materials, and goals of the lesson; a student sheet (written in Vietnamese and Lao) complete with a vocabulary list and basic information about the topic covered; and a student instructional sheet (written in English) giving the student practice in developing manipulative skills. (MN)

ED 212 810 CE 031 227

Brown, Nancy And Others
English as a Second Language Curriculum and Inservice Training.

Salt Lake City School District, UT. Community Education Services.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.; Utah State Office of Education, Salt Lake City, Adult Education and Community Service Section.

Pub Date—Jun 81
Note—39p.

Pub Type—Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Education, *Adult Literacy, Annotated Bibliographies, Classroom Techniques, *Course Descriptions, Course Objectives, Curriculum Development, Employment Interviews, *English (Second Language), Grammar, *Illiteracy, Inservice Teacher Education, *Language Tests, Literacy, Non English Speaking, Reading Skills, Speech Communication, Speech Skills, Teacher Selection, *Teaching Methods, Writing Skills

Identifiers—Limited English Speaking, Utah

This handbook contains information to assist English as a Second Language (ESL) teachers and administrators in developing a course for pre- and semi-literate adults, testing, determining criteria for hiring ESL teachers, and training teachers. In the first section an outline is provided for teaching basic literacy (reading and writing) skills. The course is designed as a guideline for a class for pre- and semi-literate students prior to their integration into beginning ESL classes. A list of suggested vocabulary items is provided. The outline contains objectives and performance indicators for these types of activities: oral pre-literate, pre-reading, symbol identification, numbers, and oral language with written forms. An annotated bibliography of pre-literate materials is provided. The second section addresses teacher concerns regarding testing and includes an annotated bibliography of various ESL tests. Criteria for hiring ESL teachers are suggested in section 3. Professional competencies and personal qualities are discussed. A three-step interview process is recommended, and some questions for an oral interview are suggested. Designed to aid in training ESL teachers, section 4 presents teaching techniques for three areas: literacy skills, conversation skills, and grammar skills. (Bibliographies follow sections 3 and 4.) (YLB)

ED 212 811 CE 031 228
Teacher's Guide for Competency-Based Education Curriculum for Floriculture.

Associated Educational Consultants, Inc., Pittsburgh, Pa.; West Virginia State Vocational Curriculum Lab., Cedar Lakes.

Spons Agency—West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.

Pub Date—Jun 81
Note—491p.

Available from—Vocational Curriculum Laboratory, Cedar Lakes Conference Center, Ripley, WV 25271.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF02/PC20 Plus Postage.

Descriptors—Agricultural Supplies, *Competency Based Education, Course Content, Curriculum, Curriculum Guides, *Floriculture, Job Skills, Learning Activities, Learning Modules, Occupa-

tional Information, Plant Growth, Plant Propagation, Postsecondary Education, Secondary Education, State Curriculum Guides, Vocational Education

Identifiers—West Virginia

This teacher's guide is designed to facilitate use of the West Virginia floriculture competency-based education (CBE) curriculum by instructors in floriculture programs. The curriculum is organized into 13 learning units, correlated with specific competencies. Each competency includes a learning checklist, learning activities, and evaluative standards. Where appropriate, student quizzes, work sheets, and information sheets are included. In order to aid the teacher, the accompanying teacher's guide contains an explanation of the curriculum and suggested usage; a list of competencies, by job title; suggested unit tests; and a list of references to accompany the curriculum. Appendixes to the guide contain data and information on tasks currently performed and equipment used, as determined from a validation survey of educators and persons employed in floriculture, and lists of curriculum aids currently used in West Virginia floriculture programs. Job titles covered in the curriculum include field inspector for disease and insect control; irrigator; supervisor of insect and disease inspection; flower picker; bulb sorter; supervisors of rose grading and horticulture; specialty growers; plant propagator; harvest contractor; cashier-wrapper; farmworker; telephone order clerk; salesperson for flowers or florist supplies; floral designer; florist; and manager of a retail store. (KC)

ED 212 812 CE 031 229

Kendall, Elizabeth And Others
Competency Based Education Curriculum for Prevocational Marketing and Distribution.

West Virginia State Vocational Curriculum Lab., Cedar Lakes.

Spons Agency—West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.

Pub Date—Sep 81
Note—546p.

Available from—Vocational Curriculum Laboratory, Cedar Lakes Conference Center, Ripley, WV 25271.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF02/PC21 Plus Postage.

Descriptors—Career Education, *Career Exploration, Competence, *Competency Based Education, Course Content, Curriculum, *Distributive Education, Educational Resources, Hotels, Junior High Schools, Learning Activities, Learning Modules, *Marketing, Merchandising, Occupational Clusters, *Occupational Information, *Prevocational Education, Recreational Activities, Retailing, Salesmanship, State Curriculum Guides, Wholesaling

Identifiers—West Virginia

The curriculum contained in this guide is one of a series developed to assist teachers in implementing prevocational exploration programs concerned with distribution and marketing occupations. It is designed to complement the West Virginia "Guide for Establishing Programs of Prevocational Exploration." The curriculum consists of 35 learning packets that sample a variety of competencies performed by various workers employed in the marketing and distribution cluster. The intent of the learning packets is to assist students in assessing whether or not they would like to prepare themselves for these kinds of work, not to develop proficiency in the various occupational competencies. Each learning packet contains a career information sheet which describes occupational cluster title, occupational family, occupational task, occupational competency, suggested resources, and teacher's notes. The remainder of each learning packet consists of occupational information about the job title, learning activities, answers for learning activities where appropriate, learning objective, and evaluation criteria. Topics covered in the learning packets include identifying marketing occupations and industries, trends in marketing and distribution, skills used in these occupations, decorating store windows, buying merchandise, clerking, advertising, restaurant work, recreational activities leadership, menus for a restaurant, employee relations, motel work, service station work, stock and inventory work, shipping occupations, and preparing receiving reports and handling customer deliveries, among others. (KC)

ED 212 813 CE 031 231

Mugan, Don

North Dakota Industrial Arts Teachers Handbook.

Energy/Power Curriculum Guide, Level I.

Valley City State Coll., N. Dak.

Spons Agency—North Dakota State Board for Vocational Education, Bismarck. Research Coordinating Unit.

Pub Date—[Dec 80]

Note—249p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Careers, *Energy, Energy Conservation, Fuel Consumption, Fuels, *Industrial Arts, Job Skills, Nuclear Energy, *Occupational Information, *Power Technology, Safety, Secondary Education, Teaching Guides, *Trade and Industrial Education

Identifiers—Energy Consumption, Energy Conversion, *North Dakota Energy and Power Curriculum Guide, Power Transmission

This handbook provides teachers with support material to more fully implement the North Dakota Energy and Power Curriculum Guide, Level I. It first presents the body of knowledge for Energy/Power Technology as taken from the curriculum guide. The guide is then addressed unit by unit, topic by topic. These seven units are covered: Energy/Power Introductory Concepts; Energy/Power Safety Concepts; Energy Forms and Sources; Energy Harnessing Systems and Newton's Law; Energy/Power Storage, Transmission, and Control; Energy/Power Utilization; and Energy/Power Career Opportunities. Lecture notes and at least one overhead original are provided for each unit and for each topic for the first five units which cover the technical and safety aspects of energy/power. Resource materials and suggestions for activities are presented for unit 6, and some activities are suggested for unit 7. Appendixes include a list of references, list of material and equipment suppliers, prefixes and English/metric conversions, and equipment construction notes. (YLB)

ED 212 814 CE 031 239

Martin, Larry G.

Achievement Motivation Training—Effects on ABE/ASE Students' Psychosocial Self-Perceptions.

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Spons Agency—Alabama State Dept. of Education, Montgomery. Div. of Adult Basic Education.

Report No.—DP-659-81

Pub Date—81

Note—24p.

Available from—Institute for Research on Poverty, Social Science Bldg., 1180 Observatory Dr., Madison, WI 53706.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Achievement Need, Adult Basic Education, Adult Education, Adult Literacy, Adult Programs, *Adult Students, Illiteracy, *Motivation Techniques, Pretests Posttests, *Program Effectiveness, *Psychological Characteristics, Psychological Needs, Secondary Education, *Self Concept, *Social Characteristics, Social Development, Social Experience

Identifiers—Achievement Motivation Training, Ego Stage Development Model, Erikson (Erik), Psychosocial Development, Self Description Questionnaire

A study was conducted to identify psychosocial needs of Adult Basic Education (ABE)/Adult Secondary Education (ASE) students by using the Self-Description Questionnaire (SDQ). A second purpose was to test effectiveness of Achievement Motivation Training (AMT) as a technique to counterbalance the negative impact of these students' former experiences on their psychosocial development. It was hypothesized that AMT conducted by professional psychologists does not change significantly the psychosocial self-perceptions of ABE/ASE students. A pretest/posttest experimental group of 15 ABE/ASE students who received AMT from three professional psychologists were tested using the SDQ which determines the extent to which adults positively or negatively resolved the eight ego-stages of Erikson's model of ego-stage development. Results indicated that significant changes in the psychosocial self-perceptions of the sample were achieved for the first four ego-stages in Erikson's model. The study concluded that when conducted by well-trained persons, AMT could be a useful technique to significantly improve the psy-

chosocial self-perceptions of ABE/ASE students. Implications from the study included provision for testing AMT or a similar technique in ABE/ASE programs and equipping teachers with skills to detect and help students with psychosocial deficiencies. (YLB)

ED 212 815 CE 031 249

Morris, William A. and Others

SAM: Student Accountability Model. Operations Manual. Third Revision.

California Community Colleges, Sacramento. Office of the Chancellor.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Jul 81

Note—98p.; For related documents see ED 177 300 and ED 192 837.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Administrator Guides, Classification, Community Colleges, Educational Planning, Educational Research, *Followup Studies, *Graduate Surveys, *Models, Program Development, Program Implementation, *Research Methodology, Research Problems, Two Year Colleges, *Vocational Education, Vocational Followup

Identifiers—California, Vocational Education Data System

This manual describes a system of procedures (model) constructed for the purpose of improving occupational student follow-up in California community colleges. The model was developed by a consortium of 12 leaders in California community colleges, with input from others. A fundamental component in the model is a uniform method for classifying occupational majors so that non-continuing students can be categorized for various approaches to follow-up. The manual describes recommended procedures for accomplishing these objectives and suggests methods for obtaining useful information about occupational students during and after their stay in college. The five sections of the guide cover an introduction to the model, the student accounting component, the student follow-up component, using the student accountability model for program evaluation and planning, and application of the student accountability model to the new federal Vocational Education Data System (VEDS). Appendixes to the document include a discussion of sampling in follow-up studies, examples of instruments, a bibliography, and a list of members of the consortium. The manual is intended to be of assistance to colleges in (1) evaluating and planning their occupational programs and in (2) completing required enrollment and follow-up forms related to vocational education. (KC)

ED 212 816 CE 031 258

Brown, Arthur

Cold-Applied Roofing Systems and Waterproofing and Dampproofing. Roofing Workbook and Tests.

California Educational Advisory Committee for the Roofing Industry, Sacramento.; California State Dept. of Education, Sacramento. Bureau of Publications.

Pub Date—82

Note—79p.; For a related document see ED 203 139.

Available from—Publications Sales, California State Dept. of Education, P.O. Box 271, Sacramento, CA 95802 (\$5.25).

Pub Type—Guides - Classroom - Learner (051) — Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Apprenticeships, *Building Trades, Postsecondary Education, *Roofing, Secondary Education, Skilled Workers, *Trade and Industrial Education, Workbooks

Identifiers—California, *Dampproofing, *Waterproofing

This workbook for students in California roofing apprenticeship programs provides information for classroom work in the area of cold-applied roofing systems and waterproofing and dampproofing. Eight topics are covered: introduction to cold-applied roofing systems and waterproofing and dampproofing, tools and equipment used in cold-applied roofing, cold-applied asphaltic built-up roofing, cold-applied bituminous sheet-membrane roofing, elastomeric sheet-membrane roofing, fluid-applied cold-process roofing, hot-applied waterproofing and dampproofing, and cold-applied waterproofing and dampproofing. A study assign-

ment is given for each topic. A list of instructional materials required for the study assignments and a glossary are also provided. In a second section of the workbook are contained objective (multiple choice) tests for each topic of the workbook. (YLB)

ED 212 817 CE 031 259

Journal of Human Services Abstracts. January 1982.

Department of Health and Human Services, Rockville, Md. Project Share.

Pub Date—Jan 82

Contract—DHEW-HHS-100-81-0052

Note—112p.; For related documents see ED 160 770, ED 164 965, ED 176 077, ED 195 640, and ED 200 826.

Journal Cit—Journal of Human Services Abstracts; v7 n1 Jan 1982

Pub Type—Collected Works - Serials (022) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Abstracts, *Administration, Annotated Bibliographies, *Community Services, Counseling Services, Data Processing, Day Care, *Delivery Systems, Disabilities, Employment Services, Health Services, *Human Services, Information Sources, Mental Health Programs, Needs Assessment, Personnel Management, *Planning, Program Development, Vocational Education

Identifiers—*Project SHARE

This journal provides abstracts of 150 documents included in the data base of Project SHARE, a Clearinghouse for Improving the Management of Human Services. These documents are on subjects of concern, interest, and importance to those responsible for the planning, management, and delivery of human services. Abstracts, arranged in alphabetical order by author, include this information: title, publication date, number of pages, order number, and availability. Other parts of the journal are an alphabetical list of corporate authors, alphabetical list of document titles, and a subject index. The index is a guide to the abstracts by specific subject category with cross-references from synonyms to preferred terms. (YLB)

ED 212 818 CE 031 260

Candy, Philip C.

Adult Learning: A Personal Construct Approach.

Pub Date—Aug 81

Note—56p.; Paper presented at the International Congress on Personal Construct Psychology (4th, Ontario, Canada, August 24-28, 1981).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Adult Education, *Adult Learning, *Cognitive Processes, Educational Environment, Educational Planning, Educational Research, Foreign Countries, Individual Development, Learning, *Learning Modalities, *Learning Processes, Pilot Projects, Postsecondary Education

A pilot study into adult learners' perceptions of adult learning was undertaken in early 1980 at Adelaide College of the Arts and Education (Australia). The research set out to explore whether there are underlying dimensions which adult learners use in evaluating and comparing learning experiences. Five volunteer subjects completed Kolb's Learning Style Inventory and a Kelly Repertory Grid with both elements and constructs being elicited. The grids were subjected to Slater's INGRID program and to Shaw's FOCUS program. It was found that while there are some shared constructs about adult learning, there are also many unique and idiosyncratic dimensions. It is argued that some sort of exploratory dialogue both about the teaching/learning situation itself, and about the subject being studied, may be an appropriate starting point when working with a group of adult learners. (Author/KC)

ED 212 819 CE 031 266

Rocklyn, Eugene H.

A Survey of Correspondence Course Training.

Navy Personnel Research and Development Center, San Diego, Calif.

Report No.—NPRDC-TR-82-27

Pub Date—Jan 82

Note—39p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Correspondence Study, *Dropout Research, *Dropouts, Educational Research, Interviews, Literature Reviews, Military Service, *Military Training, Postsecondary Education,

Questionnaires, Surveys, Systems Development Identifiers—*Marine Corps, *Navy

Correspondence course training (CCT) systems, primarily in the military and government sectors, were surveyed to identify their critical problems. Other study objectives were to formulate the basic design of a CCT system to solve these problems and identify course completion factors and trends in systems operations. Seventeen CCT organizations were surveyed, including eight in the Navy or Marine Corps and nine in the other military services, Department of Defense, other governmental agencies, and the civilian sector. The survey instruments were a questionnaire and structured interview. The most important findings were that course completion rates ranged from the first to fourth quartile and that noncompletion was the most critical problem. Twenty-four factors affecting course completion rates were identified, and current trends in CCT system operations were noted. Relevant literature was reviewed to verify the common conception that the overwhelming problem of CCT is course noncompletion. It was concluded that the primary cause of attrition in CCT is the students' inability to organize effectively and conduct the information processing necessary to complete the course. Recommendations were inclusion of the course completion factors in CCT and refinement, augmentation, and validation of these factors. (YLB)

ED 212 820 CE 031 270

Helbing, Donna L., Comp.

You Gotta Be Kiddin'. A Composite of Folklore, Anecdotal Stories and Tall Tales from Flagler County Folks.

Flagler County District School Board, Bunnell, FL. Spans Agency—Florida State Dept. of Education, Tallahassee. Div. of Adult and Community Education.

Pub Date—[81]

Note—128p; Photographs will not reproduce well. Pub Type—Books (010) — Collected Works - General (020) — Creative Works (030)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Adults, Fables, Fiction, *Folk Culture, *Humor, *Legends, Literature Appreciation, Nonfiction, Proverbs, *Reading Materials, *Tales Identifiers—*Florida (Flagler County)

This book is a collection of folklore and tales written or collected by and/or about people in Flagler County, Florida, and intended to stimulate adult reading enthusiasm. Most of the stories are humorous; they are grouped into seven chapters in the book. Chapters include tales of events, ghosts, drinking and moonshine, courting, old cures and remedies, fishing and hunting, plus a chapter of pithy quotes and old sayings. The book is illustrated with old photographs, drawings, and collages. (KC)

ED 212 821 CE 031 289

Tabler, Tina M.

Employability Skills Workshop Packet. Special Section 310 Project, July 1, 1980-June 30, 1981. Centre County Vocational-Technical School, Pleasant Gap, PA. CIU 10 Bi-County Development Center for Adults.

Spans Agency—Office of Education (DHEW), Washington, D.C.; Pennsylvania State Dept. of Education, Harrisburg.

Pub Date—81

Note—34p.

Pub Type—Guides - Classroom - Teacher (052) EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Basic Education, Behavioral Objectives, Career Education, Course Content, Educational Resources, Employment Interviews, *Employment Potential, Employment Qualifications, Instructional Materials, Interpersonal Competence, Job Applicants, Job Application, *Job Search Methods, *Job Skills, *Skill Development, *Workshops

This packet is designed to assist teachers and counselors of Adult Basic Education (ABE) and Graduate Equivalent Degree (GED) students to conduct practical individualized and small group workshops geared toward helping ABE students to look for a job. Each session is designed to take approximately three hours and employ the following formats: large group presentations; small group interaction and discussion; large and small group task projects; video-taped presentations; and role-playing scenarios. The five workshop sessions outlined in the guide cover the following topics: communicating with others, understanding salable skills, competing with paperwork (applications and resumes), developing effective interviewing techniques, and planning for action (the job campaign). The packet also contains learning objectives for the workshops, a list of counselors' resources, materials needed, and sample forms to be reproduced and used in the workshop sessions. (KC)

ED 212 822 CE 031 294

Stewart, Hester R.

Alternatives in Vocational Teacher Education.

Pub Date—Dec 81

Note—8p; Paper presented at the Annual Convention of the American Vocational Association (Atlanta, GA, December 6, 1981).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Innovation, *Educational Needs, *Faculty Development, *Teacher Education, Needs Assessment, *Nontraditional Education, Preservice Teacher Education, *Teacher Education, *Vocational Education Teachers

Alternatives in vocational education personnel development may be considered for four areas: alternative audiences, alternative programs, alternative approaches, and alternative settings. Two major surveys of personnel development needs provide some data to use as a starting point for looking at alternative audiences. A 1979 study concluded that respondents showed a marked interest in staff development activities aimed at improving and strengthening vocational education's role by using business, industry, and labor resources; economic development and job creation; and improving students' school to work transition. They showed a preference for activities to strengthen and expand program development, planning, and evaluation skills in-state (rather than out-of-state). Overall staff development needs were for increasing effectiveness and delivery of vocational education. A 1980 assessment of vocational education teachers personnel development needs found that over 70% indicated need for (1) teacher education or inservice education, (2) information or services in working with special needs students, (3) help related to instructional techniques and curriculum development, (4) labor market supply-demand information, (5) state and federal legislation information, (6) help in conducting followup studies, and (7) youth unemployment information. (Two alternative programs are briefly described, and a short list of alternatives are provided.) (YLB)

ED 212 823 CE 031 296

Priebe, Don

Determining Manpower Needs in Agriculture.

Pub Date—Dec 80

Note—13p; Paper presented at the Annual Convention of the American Vocational Association (Atlanta, GA, December 4, 1981).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Agriculture, Agricultural Occupations, Data Analysis, Data Collection, *Educational Needs, Employer Attitudes, Employment Patterns, Information Utilization, *Labor Needs, *Needs Assessment, *Program Effectiveness, *Research Methodology, Research Needs, Research Projects, State Surveys, Surveys

Identifiers—*Agricultural Manpower Needs Project, County Business Patterns, National Manpower Study, North Dakota

A long-term project entitled Agricultural Manpower Needs in North Dakota examined current and projected agriculture manpower needs in the state. Objectives of the project were to develop a methodology for obtaining and interpreting agricultural manpower needs data for North Dakota, to determine emerging employment trends and identify emerging occupations in agriculture, and to determine training needs for projected agricultural employment in the state. Included among the project activities were investigation of a method for estimating and projecting manpower needs from published data sources and implementation of surveys to gather data from agribusiness firm managers concerning employment totals, replacement needs, and preferences for training and experience. Researchers concluded that while published data sources such as County Business Patterns and the National Manpower Study can be used to help estimate manpower needs in agriculture, these published data sources have a variety of limitations. For instance, categories used in these data sources are sometimes difficult to match with business organi-

zation patterns, and data are often dated. Recommendations called for direct surveys of agricultural businesses to gather manpower data and for regional/national planning and coordination to improve the effectiveness of such research. (MN)

ED 212 824 CE 031 303

Safety Instruction Manual for Programs in Agricultural Education.

New York State Education Dept., Albany. Bureau of Agricultural Education.

Pub Date—81

Note—43p.

Pub Type—Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Accident Prevention, *Agricultural Education, Agricultural Machinery, Agricultural Production, *Agricultural Safety, Animal Husbandry, Bibliographies, *Course Content, Equipment Utilization, Farm Management, Guidelines, Hand Tools, Horses, Instructional Materials, Landscaping, Machine Tools, Ornamental Horticulture, Program Implementation, Resource Materials, *Safety Education, Safety Equipment, *School Safety, School Shops, Secondary Education, Turf Management, *Vocational Education Identifiers—Chemicals

Designed to help vocational agriculture education teachers develop and implement a comprehensive program of safety instruction, this manual consists of listings of suggested teaching techniques and safety instruction course content for various areas of agricultural education as well as a comprehensive listing of sources for obtaining instructional materials related to safety. A total of 40 suggested teaching techniques are presented for use in agricultural safety instruction. Addressed in a discussion of safety instruction content are the following topics: (1) personal and classroom safety procedures common to all agricultural areas; (2) safety common to specialty areas (shop, tool, power unit and equipment, chemical, turf and landscaping, animal, and miscellaneous safety); and (3) safety unique to special areas (farm production and management and farm mechanics, ornamental horticulture, horse handling and care, and small animal care). In a section on resources and instructional materials, lists are provided of instructional items available on a loan or rental basis, catalogs and directories, sources of safety and related periodicals, and organizations to contact for safety resources. (MN)

ED 212 825 CE 031 308

Schultz, Ronald R. Stronge, William B.

A Study of Vocational Education as Viewed by Business and Industry.

Florida Atlantic Univ., Boca Raton.

Spans Agency—Florida State Advisory Council on Vocational and Technical Education, Tallahassee; Florida State Dept. of Education, Tallahassee.

Pub Date—Aug 81

Note—105p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Business, Educational Cooperation, Education Work Relationship, *Employer Attitudes, Geographic Regions, Industry, Job Performance, *Outcomes of Education, *Program Effectiveness, Program Improvement, *School Business Relationship, School Districts, *State Programs, State Surveys, *Vocational Education Identifiers—Florida

A study examined the views of business and industry on the Florida vocational and technical education system. Representatives from 284 Florida firms and 44 supervisors completed interviews based on two project-developed questionnaires. Sought in the questionnaires were employer perceptions concerning the following areas: awareness of vocational and technical programs available in given geographical areas, contact with the programs, ratings of the programs, job performance of completers of vocational programs, degree of cooperation between business and industry and the vocational education system, and suggestions for improving cooperation. While most employers rated Florida's vocational education system as good or excellent, the extent of contact between persons responsible for hiring and the local vocational education system is less than might be expected. Employer perceptions of the state's vocational system also varied according to geographical area and type of industry with those in the southwest and northwest areas of

the state and those in manufacturing and service industries having the most favorable impressions of the system. The most popular suggestions for improving vocational education was to increase employer impact and the least popular suggestion was to reduce or eliminate programs. (MN)

ED 212 826 CE 031 309

Hearings on Reauthorization of the Vocational Education Act of 1963, Part 3: Vocational Education and Child Nutrition Programs. Hearings Before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Seventh Congress, First Session on H.R. 66 (Ashland, Kentucky, March 13, 1981, and Lexington, Kentucky, March 14, 1981).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date—81

Note—571p; Not available in paper copy due to small, light print. For related documents see ED 204 590-591.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Opinion Papers (120)

EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.

Descriptors—Adolescents, Breakfast Programs, Children, Early Childhood Education, Educational Finance, Educational Needs, Elementary Secondary Education, Federal Legislation, Federal Programs, *Financial Needs, Financial Problems, Hearings, *Lunch Programs, *Nutrition, Nutrition Instruction, Postsecondary Education, *Program Budgeting, *Program Effectiveness, *Vocational Education

Identifiers—Congress 97th, *Reauthorization Legislation, Vocational Education Act 1963

Problems facing vocational education and child nutrition programs if proposed funding cuts take effect were detailed by vocational educators and nutrition specialists at a regional hearing of the United States House of Representatives Subcommittee on Elementary, Secondary and Vocational Education in Ashland, Kentucky, March 13, and Lexington, Kentucky, March 14, 1981. The many vocational educators who testified at the hearings contended that the proposed 25 percent cut in fundings in the reauthorization of the Vocational Education Act of 1963 would undermine programs already seriously jeopardized by state and local funds cutbacks. The vocational educators stressed that vocational education programs are training persons for employment and preventing them from going on welfare, and that most programs already had long waiting lists and overused facilities. Nutritionists and school lunch program directors from Kentucky and surrounding states explained that the school lunch program was set up in 1946 to insure the adequate nutrition of all children, not just the poor. They pointed out that ending subsidies for poorer children would mean raising the prices of school lunches to children from higher-income families to a point that most of these children could no longer afford to buy lunch; since paying students had helped carry the program's costs, their decline in participation could mean the end of nutritious lunches in many school districts. Prepared statements, studies, and other supplementary materials are included in the hearing transcript. (KC)

ED 212 827 CE 031 310

Christian, Nancy K., Ed.

Education in the 80's: Vocational Education. National Education Association, Washington, D.C. Report No.—ISBN-0-8106-3167-9

Pub Date—82

Note—118p.

Available from—National Education Association, Publications, 1201 16th St., N.W., Washington, DC 20036.

Pub Type—Books (010) — Collected Works - General (020) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Articulation (Education), Career Guidance, Cognitive Style, Conservation Education, Cooperative Education, Disabilities, Educational Philosophy, Educational Planning, *Educational Trends, Energy Conservation, Entry Workers, *Futures (of Society), General Education, Human Resources, Job Placement, Leadership, Minority Groups, Postsecondary Education, *Relevance (Education), Retraining, Secondary Education, Special Education,

Teacher Education, *Technological Advancement, *Vocational Education, Youth Employment, Youth Programs

This collection of 13 articles by vocational educators discusses issues that confront vocational education in the 1980s. It is designed for the practicing vocational teacher and for persons who are enrolled in preservice vocational education courses. Two major themes running through the papers are: (1) the need to keep existing vocational education programs current with the changing requirements and new technology of the work setting; and (2) to improve articulation between secondary and postsecondary vocational programs in order to serve the needs of workers for entry-level education and for retraining throughout life. Topics covered in the papers include teacher training; professionalism; bridging the gap between general and vocational education; leadership; vocational education to meet the needs of minority groups; special students; youth unemployment; learning styles; career guidance and job placement; cooperative work experiences; youth organizations; energy expectations of the future; and adapting human resources to changing technology. Most of the articles are written by practicing vocational classroom teachers. A list of the contributors and their credentials is included in the book. (KC)

ED 212 828 CE 031 311

Wirth, Arthur G.

Alternative Philosophies of Work: Implications for Vocational Educational Research and Development.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Report No.—NCRVE-OP-78

Pub Date—Nov 81

Note—19p.; Paper presented at National Center for Research in Vocational Education Seminar (Columbus, OH, 1981).

Available from—National Center Publications, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 (OC 78, \$1.90).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Adults, Automation, Education Work Relationship, Employee Attitudes, Employer Attitudes, Employment Problems, *Human Factors Engineering, Human Resources, *Job Development, *Job Enrichment, Labor Conditions, Labor Demands, Labor Problems, Labor Utilization, *Manufacturing, Manufacturing Industry, Operations Research, Organizational Development, Teamwork, Technological Advancement, *Work Attitudes, *Work Environment

Identifiers—*Sociotechnical Management Theory

The traditional systems used to produce goods and services in this country are being challenged by evolving alternatives. The focus of these new alternatives is on the human element in the work force. Studies in adult work attitudes indicate that a more humanistic system is needed to promote productivity. Inherent in the human condition is the need for some degree of control over the activities in which one engages. To meet this need, the new system of sociotechnical management allows workers to share in the control of their work activities and, in part, the destiny of their employing organization. This system was introduced in the Volvo plant in Sweden, where 15-20-member crews replaced the traditional assembly line which had become outmoded as workers became more and more educated. Another example of humanizing formerly bureaucratic and autocratic management systems is seen in the Norwegian Merchant Marine, where very highly educated crews are needed to control the sophisticated equipment used on oil tankers. In the Merchant Marine, officers' special privileges have been lessened and more participation in management is being accepted by the crew. In recent months, General Motors has committed billions of dollars to redesign plants and involve employees in quality circles in an effort to increase productivity and reduce shoddy work. It is hoped that the industry of the future will become both more productive and more human through sociotechnical methods. (KC)

ED 212 829

Guba, Egon G.

The Paradigm Revolution in Inquiry: Implications for Vocational Research and Development.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Report No.—NCRVE-OP-79

Pub Date—[81]

Note—29p.; Paper presented at National Center for Research in Vocational Education Staff Development Seminar (Columbus, OH, 1981).

Available from—National Center Publications, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 (OC 79, \$2.80).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Behavioral Sciences, *Data Analysis, Data Collection, *Educational Research, Models, Position Papers, *Research Design, *Research Methodology, *Research Needs, Research Problems, Scientific Research, *Vocational Education Identifiers—Naturalistic Research

While the rationalistic approach traditionally employed in research and development efforts in the social sciences may be the best method of inquiry to use in the physical sciences, social scientists, and, more particularly, vocational education researchers, would do better to adopt a naturalistic method of research. The naturalist approach to inquiry is better suited for educational research because it recognizes the multiple nature of reality, the necessary interaction between researcher and respondent, and the impossibility of making generalizations among similar situational contexts. Despite the fact that practitioners of the naturalistic approach do not emphasize rigor over relevance as do practitioners of the rationalistic mode of research, their research is not necessarily sloppy. On the contrary, naturalists have their own way of dealing with the issues of credibility, transferability, dependability, and confirmability of data. Adoption of the naturalistic approach would have enormous implications for research and development in the area of vocational education. Among these implications are the following: the notion of the possibility of generalizable research would be abandoned, grounding would be required in every inquiry, human beings would become preferred instruments, and reports would assume the form of case studies or other qualitative portrayals. (MN)

ED 212 830

Goldberg, Melvin Loos, Peter

Occupational Projection Research Project. Final Report, July 1, 1980-June 30, 1981.

Educational Improvement Center of Northwest New Jersey, Morris Plains.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date—81

Note—235p.; For related documents see CE 031 314-315.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Competence, *Educational Needs, *Employee Attitudes, *Employer Attitudes, Employment Patterns, *Employment Projections, *Employment Qualifications, *Entry Workers, Futures (of Society), Job Skills, Labor Needs, Values, Vocational Education, Work Attitudes

Identifiers—New Jersey (Passaic County), *Occupational Projection Research Project

The Occupational Projection Research Project investigated employer perceptions of the entry level skills, attitudes, and values (SAVs) needed for various occupations as well as employment demands for specific occupational clusters. Using a specially developed interview form, researchers interviewed a stratified random sampling of over 100 business and industry leaders from Passaic County, New Jersey, in order to determine the qualities (SAVs) they regarded as most important in entry workers, the SAVs perceived to be the most difficult to find, and those qualities most commonly found in vocational school graduates. Many of the same qualities identified as most important in entry workers are also among those that are hardest to find in vocational program applicants (including positive work attitudes, ability to understand oral and written instructions, ability to operate job-relevant tools and equipment, pride in workmanship, initiative, and responsibility). While company size and type influenced responses, most respondents agreed that employers of the eighties will require job entrants to possess more high ranked attitudes and values in

addition to basic skills. Interest was also expressed in structured, "no-nonsense" education. (Reports outlining the results of this project for urban and rural/suburban areas are available separately—see note.) (MN)

ED 212 831 CE 031 314

Goldberg, Melvin Loos, Peter

Occupational Projection Research Project. I: Rural/Suburban. Hunterdon, Morris, Passaic, Somerset, Sussex, & Warren Counties. July 1, 1980-June 30, 1981.

Educational Improvement Center of Northwest New Jersey, Morris Plains.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date—81

Note—299p.; For related documents see CE 031 313-315.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—Competence, Educational Needs, Employee Attitudes, *Employer Attitudes, Employment Patterns, *Employment Projections, *Employment Qualifications, *Entry Workers, Futures (of Society), Job Skills, Labor Needs, *Rural Areas, *Suburbs, Values, Vocational Education, Work Attitudes

Identifiers—New Jersey (Passaic County), *Occupational Projection Research Project

This volume contains those data obtained during the Occupational Projection Research Project pertaining to rural and suburban areas. (The Occupational Projection Research Project was a research project that investigated employer perceptions of the entry level skills, attitudes, and values needed for various occupations as well as employment demands for specific occupational clusters.) Following a brief description of procedures used in the survey, various tables are presented summarizing data pertaining to the skills, attitudes, and values (SAVs) indicated by respondents. Included among the topics covered in the tables are most important SAVs by group, most difficult to find SAVs by group, most common SAVs by group, significance given to graduation/training/experience, recommendations by respondents, occupational projections for the eighties, and occupational cluster increase/decrease. Following a summary of these findings, detailed tabulations of responses to the project survey are appended. (The final report on this project as well as a report of project findings for urban areas are available separately—see note.) (MN)

ED 212 832 CE 031 315

Goldberg, Melvin Loos, Peter

Occupational Projection Research Project. II. Urban. Passaic County. July 1, 1980-June 30, 1981.

Educational Improvement Center of Northwest New Jersey, Morris Plains.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date—81

Note—236p.; For related documents see CE 031 313-314.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Competence, *Educational Needs, Employee Attitudes, *Employer Attitudes, Employment Patterns, *Employment Projections, *Employment Qualifications, *Entry Workers, Futures (of Society), Job Skills, Labor Needs, *Urban Areas, Values, Vocational Education, Work Attitudes

Identifiers—New Jersey (Passaic County), *Occupational Projection Research Project

This volume contains those data obtained during the Occupational Projection Research Project pertaining to urban areas. (The Occupational Projection Research Project was a research project that investigated employer perceptions of the entry level skills, attitudes, and values needed for various occupations as well as employment demands for specific occupational clusters.) Following a brief description of procedures used in the survey, various tables are presented summarizing data pertaining to the skills, attitudes, and values (SAVs) indicated by respondents. Included among the topics covered in the tables are most important SAVs by group, most difficult to find SAVs by group, most common SAVs by group, significance given to graduation/training/experience, recommendations by respondents, occupational projections for the eighties, and occupational cluster increases/decreases. Following a summary of these findings, detailed tabulations of

responses to the project survey are appended. (The final report on this project as well as a report of project findings for urban areas are available separately—see note.) (MN)

ED 212 833 CE 031 316

"A Strategy for the Development of Human and Economic Resources." Proceedings of the World Conference on Cooperative Education (2nd, Boston, Massachusetts, April 23-24, 1981).

Northeastern Univ., Boston, Mass. Center for Cooperative Education.

Pub Date—81

Note—231p.

Available from—Northeastern University, Center for Cooperative Education, 503 ST, 360 Huntington Ave., Boston, MA 02115 (\$11.00).

Pub Type—Collected Works - Proceedings (021)—Opinion Papers (120)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—*Cooperative Education, Educational Philosophy, Educational Planning, *Educational Practices, Educational Principles, Educational Trends, *Education Work Relationship, Field Experience Programs, Futures (of Society), Higher Education, International Educational Exchange, International Organizations, Outcomes of Education, Postsecondary Education, *Program Development, *Program Improvement, *School Business Relationship, Secondary Education, Vocational Education, Work Experience Programs

Identifiers—World Conference on Cooperative Education 1981

The Second World Conference on Cooperative Education, held in April 1981, in conjunction with the Seventeenth Annual Meeting of the Cooperative Education Association in Boston, emphasized that the need to relate education and work is a worldwide concern. Summaries of the Conference's major presentations and selections from the rest are reproduced in this publication on international cooperative education to illustrate the commonality of the problem, the variables that must be dealt with, and the strategies used or proposed in different regions of the world. It was the consensus of the 1,000 representatives of industry, government, labor, and education from 34 countries who attended the conference that the traditional pattern of education—nine months on the campus followed by three months of vacation—is not meeting the education and training needs of all students equally well. Representatives from both developed and developing countries believe the following, as evidenced by conference presentations and meetings: (1) strategies for relating education and work should be incorporated into the education system earlier than university level—at the secondary level in developed countries and in elementary grades in developing countries; (2) changes in social mores would be necessary to encourage men and women to train for jobs rather than pursue liberal arts education; (3) government support will be needed to allow experimentation with curriculum to fit the needs of students and industry; and (4) the North American cooperative education models incorporate most of the elements that educators and employers believe essential. A list of conference participants is included in the Proceedings. (KC)

ED 212 834 CE 031 317

Secondary Vocational Education Program Review/Planning Handbook.

Michigan State Univ., East Lansing. Michigan Vocational Education Resource Center.

Spons Agency—Michigan State Board of Education, Lansing; Michigan State Dept. of Education, Lansing. Vocational-Technical Education Service.

Pub Date—Nov 81

Note—106p.

Available from—Michigan Vocational Education Resource Center, 133 Erickson Hall, Michigan State University, East Lansing, MI 48824.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Educational Assessment, *Educational Planning, *Evaluation Methods, Local Issues, Long Range Planning, Program Design, *Program Development, Program Effectiveness, *Program Evaluation, Program Guides, *Program Implementation, Secondary Education, Statewide Planning, Technical Education, *Vocational Education

Identifiers—Michigan State Department of Education

An established goal of the Michigan Department

of Education is that annual and long-range educational planning will be improved and expanded. The purpose of this Program Review/Planning Handbook is to recommend procedures and instrumentation through which educators at the local level may plan and conduct a program review and prepare and implement a written action plan for vocational education. The recommended Program Review/Planning process described in this guide is closely coordinated with the mission, goals, and objectives specified in the Annual and Long-Range State Plan for Vocational Education in Michigan. The guide begins with a summary of the program review/planning process and its background, and lists secondary vocational education goals and objectives. The 15 steps of the Program Review/Planning Cycle are then described. These steps are the following: obtain necessary support; identify Program Review/Planning coordinator and assistant; identify committee and activities; collect data; tabulate data and display findings; develop conclusions; prepare program review report; organize the plan development phase; identify needs; set priorities of needs; develop strategies for proposed action; prepare written action plan; enlist support for plan implementation; implement plan; and monitor plan and reassess. The program review planning instrument and various necessary blank forms are included in the guide. (KC)

ED 212 835 CE 031 318

Walraven, Catherine And Others

Health Occupations Cluster.

Michigan State Univ., East Lansing. Coll. of Agriculture and Natural Resources Education Inst.

Spons Agency—Michigan State Board of Education, Lansing; Michigan State Dept. of Education, Lansing. Vocational-Technical Education Service; Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date—[80]

Note—472p.

Available from—Michigan Vocational Education Resource Center, 133 Erickson Hall, Michigan State University, East Lansing, MI 48824.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC19 Plus Postage.

Descriptors—*Allied Health Occupations Education, Behavioral Objectives, Clinical Diagnosis, Competence, *Competency Based Education, Employment Potential, Equipment Utilization, Exercise, *Health Services, Hygiene, Instructional Materials, *Job Skills, Learning Activities, Nutrition, *Occupational Clusters, Physical Therapy, Recordkeeping, Safety, Secondary Education, Therapy, *Vocational Education

Identifiers—Emergency Medical Services, *Patient Care

These instructional materials consist of a series of curriculum worksheets that cover tasks to be mastered by students in health occupations cluster programs. Covered in the curriculum worksheets are diagnostic procedures; observing/recording/reporting/planning; safety; nutrition/elimination; hygiene/personal care/comfort; transport/transfer/positioning; exercises; therapeutic treatments; basic emergency measures; supplies/materials/equipment; and employability skills. Each curriculum worksheet contains a statement of the given task to be performed, a pretest, references and resources, student learning activities, teacher activities, listings of the tools and/or equipment as well as the conditions necessary for performance of the task, and criteria for evaluating student performance of the task. The individual activities call for student observation of procedures of health care personnel and hands-on experience assisting professionals in the execution of patient care procedures. (MN)

ED 212 836 CE 031 319

Greer, David R. And Others

Prepare Vocational Education Budgets. Competency-Based Vocational Education Administrator Module Series. Leadership and Training Series No. 58B-13.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Consortium for the Development of Professional Materials for Vocational Education.

Pub Date—81

Note—98p.; For related documents see CE 031 320-322, ED 164 746-754, ED 204 484-485, and ED 204 487-488. Some figures may be marginally

legible.

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 (LT 58B-13, \$6.25).

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Administrator Education, Administrator Responsibility, Administrator Role, Behavioral Objectives, *Budgets, Case Studies, Competence, *Competency Based Education, *Educational Administration, Educational Finance, Experiential Learning, Higher Education, Job Skills, Learning Activities, Learning Modules, Management Development, *Vocational Education

Designed to provide pre- and inservice vocational education administrators with the skills necessary to prepare vocational education budgets, this competency-based learning module consists of an introduction and four sequential learning experiences. Each learning experience contains an overview with objectives and required and optional learning activities. The topic covered in the first learning experience is reviewing given budget estimates for accuracy and completeness. Critiquing performance of an administrator in a given case study in deciding among budget proposals is dealt with in the second learning experience, as is selecting the better of two proposals provided. The third learning experience entails analyzing given budget data and recommending needed budget revisions based on that analysis. The final learning experience involves preparing vocational education budgets in an actual administrative situation. An administrator performance assessment form is provided. (Related competency-based vocational education administrator modules covering other skills are available separately—see note.) (YLB)

ED 212 837 CE 031 320
Greer, David R. And Others

Manage the Purchase of Equipment, Supplies, and Insurance. Competency-Based Vocational Education Administrator Module Series. Leadership and Training Series No. 58B-14.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Consortium for the Development of Professional Materials for Vocational Education.

Pub Date—81

Note—83p.; For related documents see CE 031 319-322, ED 164 746-754, ED 204 484-485, and ED 204 487-488. Several figures may be marginally legible.

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 (LT 58B-14, \$5.50).

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Administrator Education, Administrator Responsibility, Administrator Role, Behavioral Objectives, Case Studies, Competence, *Competency Based Education, *Educational Administration, *Educational Finance, Experiential Learning, Higher Education, Insurance, Job Skills, Learning Activities, Learning Modules, Management Development, *Purchasing, *Vocational Education

Designed to provide pre- and inservice vocational education administrators with the skills necessary to manage purchase of equipment, supplies, and insurance, this competency-based learning module consists of an introduction and four sequential learning experiences. Each learning experience contains an overview with objectives and required and optional learning activities. The topic covered in the first learning experience is critiquing administrator performance in a given case study in developing an institutional purchasing policy. Analyzing and correcting a given purchasing procedure for correctness and completeness is dealt with in the second learning experience. The third experience entails critiquing administrator performance in a given case study in providing for insurance coverage against casualty losses and liability claims. The final learning experience involves managing the purchase of equipment, supplies, and insurance in an actual administrative situation. An administrator performance assessment form is provided. (Related competency-based vocational education administrator modules covering other skills are available separately—see note.) (YLB)

ED 212 838 CE 031 321
Harrington, Lois G. And Others

Evaluate Staff Performance. Competency-Based Vocational Education Administrator Module Series. Leadership and Training Series No. 58B-15.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Consortium for the Development of Professional Materials for Vocational Education.

Pub Date—81

Note—99p.; For related documents see CE 031 319-322, ED 164 746-754, ED 204 484-485, and ED 204 487-488. Several figures may be marginally legible.

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 (LT 58B-15, \$6.25).

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Administrator Education, Administrator Responsibility, Administrator Role, Behavioral Objectives, Case Studies, Competence, *Competency Based Education, *Educational Administration, Experiential Learning, Higher Education, *Job Performance, Job Skills, Learning Activities, Learning Modules, Management Development, *Personnel Evaluation, *Vocational Education

Designed to provide pre- and inservice vocational education administrators with the skills necessary to evaluate staff performance, this competency-based learning module consists of an introduction and three sequential learning experiences. Each learning experience contains an overview with objectives and required and optional learning activities. The topic covered in the first learning experience is critiquing the staff evaluation system followed in two given case studies. Critiquing the performance of two administrators in given case studies in completing staff evaluation procedures is dealt with in the second learning experience. The final learning experience involves evaluating staff performance in an actual administrative situation. An administrator performance assessment form is provided. (Related competency-based vocational education administrator modules covering other skills are available separately—see note.) (YLB)

ED 212 839 CE 031 322
Greer, David R. And Others

Manage Vocational Buildings and Equipment. Competency-Based Vocational Education Administrator Module Series. Leadership and Training Series No. 58B-16.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Consortium for the Development of Professional Materials for Vocational Education.

Pub Date—81

Note—109p.; For related documents see CE 031 319-321, ED 164 746-754, ED 204 484-485, and ED 204 487-488. Several pages may be marginally legible.

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 (LT 58B-16, \$7.25).

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Administrator Education, Administrator Responsibility, Administrator Role, Behavioral Objectives, Case Studies, Competence, *Competency Based Education, *Educational Administration, *Educational Facilities, *Equipment, Experiential Learning, Facility Improvement, Facility Inventory, Higher Education, Job Skills, Learning Activities, Learning Modules, Management Development, School Buildings, *Vocational Education

Designed to provide pre- and inservice vocational education administrators with the skills necessary to manage vocational buildings and equipment, this competency-based learning module consists of an introduction and six sequential learning experiences. Each learning experience contains an overview with objectives and required and optional learning activities. Topics covered in the first five learning experiences are (1) critiquing administrator performance in assigning facilities to internal departments or activities, (2) critiquing administrator performance in coordinating use of facilities by two community organizations, (3) analyzing a given

equipment-and-supply inventory procedure and recommending additional or corrected elements, (4) analyzing a given description of a buildings-and-equipment preventive maintenance program and recommending additional or corrected elements, and (5) conducting and documenting a safety appraisal inspection of an actual educational facility and prescribing remedies to correct the problems. The final learning experience involves managing vocational buildings and equipment in an actual administrative situation. An administrator performance assessment form is provided. (Related competency-based vocational education administrator modules covering other skills are available separately—see note.) (YLB)

ED 212 840 CE 031 326
Benson, Ann Goodman, Debbie Truitt

Child Care, Volume I. Vocational Home Economics Education. Revised.

Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Pub Date—81

Note—786p.

Available from—Curriculum and Instructional Materials Center, Oklahoma State Department of Vocational and Technical Education, 1515 W. 6th Ave., Stillwater, OK 74074 (in-state prices: Teacher—\$6.50, Student—\$5.50; out-of-state prices: Teacher—\$15.00, Student—\$9.00).

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF05 Plus Postage. PC Not Available from EDRS.

Descriptors—Career Choice, Career Development, *Child Caregivers, *Child Care Occupations, *Child Development, Child Rearing, Course Content, Daily Living Skills, Day Care, Day Care Centers, Developmental Stages, Developmental Tasks, Discipline, Employment Qualifications, First Aid, Health, High Schools, Home Economics Skills, *Job Skills, Nutrition, *Occupational Home Economics, Self Actualization, Self Care Skills, Self Esteem, Test Items

Identifiers—Oklahoma

This teaching guide is designed for eleventh- or twelfth-grade consumer, homemaking, and occupational child care students in Oklahoma. This in-depth study is designed to provide basic knowledge of child development and to develop skills necessary to care for children. In this volume attention is focused on employment in child care occupations, ways children develop, child health, first aid and nutrition, and information and activities in guiding children's behavior and meeting the needs of special age groups. These topics are covered in 16 units, which are organized into 5 sections, in a standard format developed for use in Oklahoma in 1970. This format includes eight basic components which form a unit of instruction: performance objectives, suggested activities for the teacher, information sheets, assignment sheets, job sheets, transparency masters, tests, and answers to tests and assignment sheets. Each unit of instruction is based on the performance needed for successful employment in an occupational area. The materials are developed for use in an eighteen-week in-depth course offering or in a four-semester occupational child care program. Materials are suitable for duplication and hand-out to students; or a student version is available. (KC)

ED 212 841 CE 031 339
Makin, Richard C.

Instructional Status of Agriculture Mechanics by Pennsylvania Horticulture Teachers. Final Report.

Pennsylvania State Univ., University Park.

Spons Agency—Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg. Pub Date—12 Nov 81

Note—16p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Agricultural Education, *Agricultural Engineering, Agricultural Skills, Competence, *Course Content, Employer Attitudes, *Horticulture, Job Skills, *Mechanical Skills, Questionnaires, Secondary Education, Sex, State Programs, State Surveys, Teacher Attitudes, Teacher Qualifications, Teaching Experience, Vocational Education, *Vocational Education Teachers

Identifiers—*Pennsylvania

A study examined which agricultural mechanics skills were being taught by vocational horticulture

teachers in Pennsylvania and compared the degree of proficiency possessed by teachers for particular competencies with the indicated relative importance of these competencies as perceived by employers in the horticulture industry. Also examined were the effect of sex, years of teaching experience, and place of employment on the agricultural mechanics proficiency of vocational teachers. A mailed questionnaire, designed to collect demographic data and information pertaining to 171 agricultural mechanics competencies was completed by 85 teachers and 17 employers. After determining which competencies were considered most essential according to the perceptions of the employers, researchers discovered that while a majority of horticulture teachers were teaching the correct mechanics competencies in relation to relative importance, only 10 of the 55 essential competencies were being taught by 70 percent or more of the teachers. In addition, teacher proficiency was found to be undesirable in many areas perceived as important by employers. Recommendations included calls for inservice courses in agricultural mechanics for vocational horticulture teachers as well as for development of related curriculum materials for horticulture teachers. (MN)

ED 212 842 CE 031 344

Evans, Donald E. Easter, Glen W.

Paravet Competency Development for Teachers of Vocational Agriculture. Final Report.

Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg; Pennsylvania State Univ., University Park. Coll. of Agriculture.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Sep 81

Note—70p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Education, *Agricultural Education, Animal Husbandry, *Competency Based Teacher Education, Inservice Teacher Education, Instructional Materials, Job Skills, Legal Responsibility, Material Development, Preservice Teacher Education, *Program Development, *Program Effectiveness, *Skill Development, State Programs, Vocational Education, *Vocational Education Teachers

Identifiers—*Paraveterinary Skills, Pennsylvania
A project was designed to help beginning and experienced teachers of vocational agriculture learn and/or become current in the practice of present paravet competencies that are needed to teach adult students. Specific objectives of the project included providing teachers with the skills necessary to teach students via laboratory demonstrations or supervised occupational experience projects; providing information concerning the legalities of performing paravet competencies, and helping teachers develop paravet task sheets for vocational agriculture instructional units. As a result of the 14 project-developed clinics involving Pennsylvania vocational agriculture teachers, county extension specialists, veterinarians, farmers, and Pennsylvania State University faculty, the following project outcomes were achieved: identification of paravet competencies needed by vocational agriculture teachers, development of an awareness of legalities pertaining to the performance of those competencies, development of paravet task sheets in sheep and poultry, inservice and preservice instruction of vocational agriculture teachers in the paravet competencies required in their geographical area, and integration of paravet skills with supervised occupational experience projects in animal production. Because the project was so successful, recommendations were made calling for development of additional task sheets and implementation of the teacher training course on a regular basis. (MN)

ED 212 843 CE 031 351

Heil, Carolyn

Guidelines for School-Based Job Placement Programs.

Northwest Inst. of Research, Erie, PA.

Spons Agency—Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.

Pub Date—Jun 81

Note—126p.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Career Counseling, Career Education, Curriculum Evaluation, Employment Services, Evaluation, Guidelines, Job Application, *Job Placement, *Job Search Methods, *Job Skills, Program Design, *Program Development, Program Improvement, School Activities, School Business Relationship, Secondary Education, *Student Employment, Vocational Education

Identifiers—Pennsylvania
This document, developed in Pennsylvania, contains guidelines formulated to provide local school districts and vocational/technical schools with step-by-step procedures that will assist in the development and implementation of successful job placement programs. The guide is organized in five chapters. The first chapter introduces the project, defining terms, supplying goals/objectives of and rationale for job placement programs, describing components of placement programs, listing representative job titles for placement program staff, and previewing the rest of the publication. Chapter 2 addresses the problems encountered when a local education agency undertakes the task of program planning from ground zero, and suggests means of developing a plan, selecting staff and advisory committee, and program promotion. Chapter 3 outlines recommended strategies for developing the pre-employment skills dimension of a total job placement program, and includes suggestions for validating, promoting, and evaluating the pre-employment skills program curriculum. In chapter 4, activities required for developing a placement service that assists students in identifying sources of employment, applying for jobs, and succeeding in job situations are detailed; while in chapter 5, the user is given a description of procedures helpful in developing the final phase of a placement program, including recommendations for establishing surveys and program improvement. A bibliography is included in the guide. (KC)

ED 212 844 CE 031 360

Kelly, Michael G. And Others

A Plan to Develop and Compare Two Vocational Education Models for Limited English Proficiency Students. Final Report FY81, August 1, 1980-June 30, 1981.

Waubesa Community Coll., Sugar Grove, Ill. Spons Agency—Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

Pub Date—Jul 81

Contract—DAVE-R-32-21-J-2106-407

Note—211p.; Appendix 1, Staff Resumes, was removed to preserve confidentiality of personal information.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Bilingual Education, Community Colleges, *Curriculum Development, *English (Second Language), English for Special Purposes, Instructional Materials, Machine Tools, *Material Development, Outcomes of Education, *Program Development, Program Effectiveness, Program Implementation, Secretaries, Teaching Models, Two Year Colleges, Typewriting, *Vocational Education

Identifiers—*Limited English Speaking, Vocational English as a Second Language, Waubesa Community College IL

A bilingual instructional model to teach limited English proficiency (LEP) students vocational skills was developed and implemented at Waubesa Community College (Illinois). Bilingual vocational and vocational English as a second language (VESL) courses were developed and conducted in the areas of machine tools and secretarial science. A total of five one-semester vocational Machine Tool courses were offered, with 60 LEP students enrolled; and two one-semester vocational Secretarial Science courses were offered, enrolling 22 students. Related VESL courses were offered along with both subjects. In order to conduct the courses, instructional materials were developed by rewriting and adapting regular course materials, in the Machine Tool course; and finding texts and materials at the appropriate levels for the Secretarial Science course. Materials were field tested in two semesters of the courses and revised as needed. Translated materials for the bilingual model were developed as necessary from the revised English models. In addition, the project provided information and referral services and support services to the LEP students and provided inservice training for Waubesa Community College staff. The project was found to be successful

after its first fiscal year. Recommendations for implementing such a project were made. A plan for conducting both the developed bilingual instructional model and a core English language model in 1982 and comparing the effectiveness of the two models was presented. (KC)

ED 212 845 CE 031 361

Bennett, Albert And Others

A Comprehensive Study of the Relationship Between Academic Requirements in Vocational Education and the Abilities of Students in Various Vocational Education Programs. Final Report.

Roosevelt Univ., Chicago, Ill. Coll. of Education. Spons Agency—Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

Pub Date—Jul 81

Note—141p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Basic Skills, Curriculum Development, *Educational Assessment, *Educational Needs, *Educational Planning, Literature Reviews, Models, *Program Development, Reading Skills, Secondary Education, Statewide Planning, *Vocational Education

Identifiers—Illinois

A project was conducted in Illinois to determine what basic skills were needed in vocational education and how they should be taught. A multiple methods approach incorporating interviews, observations, surveys, and document analysis was employed to obtain data from the literature, and from practitioners, administrators, and experts in the fields of basic skills and vocational education. In addition, a limited number of site visits to Chicago area vocational programs were conducted to gather data as well as to verify interpretations of data gathered throughout the project. The major culminating activity was a one-day conference to which experts were invited for the purpose of addressing issues related to the place and function of basic skills training in vocational programs. Information from the conference was used to formulate a long-range plan of action and investigation for determining the proper role of basic skills training in vocational education and to make policy recommendations to state staff for the conduct of this investigation. (Author/KC)

ED 212 846 CE 031 372

Cohen, Lee

Annual Report #10. Fiscal Year 1981.

City Univ. of New York, N.Y. Inst. for Research and Development in Occupational Education; New York State Education Dept., Albany. Office of Occupational and Continuing Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.

Report No.—CASE-17-81

Pub Date—Dec 81

Grant—VEA-53-81-703

Note—124p.; For related documents see ED 171 888, ED 179 759, and ED 192 049.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Annual Reports, Basic Skills, Contracts, Coordination, Disabilities, *Educational Cooperation, Educational Planning, *Educational Research, Federal Programs, Grants, Information Dissemination, Management Development, Program Descriptions, *Program Development, *Program Effectiveness, Research and Development Centers, *Research Projects, School Business Relationship, Sex Fairness, Skill Development, State Programs, Statewide Planning, Technical Assistance, Urban Areas, *Vocational Education, Workshops

Identifiers—*Institute Research Development Occupational Ed NY

This tenth annual report of the Institute for Research and Development in Occupational Education outlines the activities of the Institute for fiscal 1981. In an overview of the Institute's past year, the following topics are covered: administrative support to 16 projects, coordination of Federal and Vocational Education Act projects, and highlights of the Institute's fiscal 1981 activities. Summarized next are 14 Institute activities pursuant to grants and contracts in such areas as curriculum evaluation, sex equity, statewide planning, retention among community college students, training the handicapped, the school-to-work transition, student characteristics, inservice teacher training, and job placement

for the handicapped. A number of in-house projects are described, including urban vocational director-staff development activities; the special interest paper series; the message on occupational education; business/industry/labor meetings; communications; services to schools and colleges; basic skills development; technical assistance workshops; presentations, meetings, and seminars; and management training workshops. Also mentioned are contracted services, a retrospect on and prospects for the Institute, and special acknowledgements. Appended to the report are correspondence and publicity materials relating to the above-mentioned in-house projects. (Previous Institute annual reports are available separately—see note.) (MN)

ED 212 847 CE 031 374
Wiley, David E. Harnischfeger, Annegret
High School Learning, Vocational Tracking, and
What Then? Contractor Report.

CEMREL, Inc., Chicago, Ill. ML-GROUP for
Policy Studies in Education.
Spons Agency—National Center for Education Statistics (ED), Washington, D.C.
Report No.—NCES-82-214
Pub Date—Jul 80
Contract—300-78-0546
Note—199p.

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—Academic Achievement, Comparative Analysis, Educational Attainment, *Education Work Relationship, Employment Patterns, Family Status, Followup Studies, *High Schools, *High School Seniors, Life Style, Longitudinal Studies, Military Service, National Surveys, *Outcomes of Education, *Participation, Postsecondary Education, Racial Factors, Resource Allocation, Salary Wage Differentials, Sex, Student Attitudes, Student Educational Objectives, *Vocational Education, Work Experience
The National Longitudinal Study of the High School Class of 1972 collected data on the backgrounds, experiences, attitudes, and plans of 16,683 students who were high school seniors at 1,044 schools in 1972. In addition, three followup studies focused on the work experiences, education and training, military service, family status, life experiences, and opinions of these respondents as of 1973, 1974, and 1976. After analyzing those data from the survey pertaining to vocational education, researchers arrived at a number of conclusions. Included among these were the following: (1) race, sex, and academic performance are key factors for selection of vocational education programs, with minority students, poor achievers, and females being the most frequent enrollees in vocational education; (2) because vocational education funds are allocated by local enrollment and program costs rather than by program enrollment, vocational education resources and services are diffused far beyond those enrolled in vocational education; (3) those in vocational programs work 40 percent more than do those in non-vocational programs; (4) far fewer vocational-track students receive postsecondary schooling than do academic-track students; and (5) high school coursework and work hours related strongly post-secondary work hours and wage rates. (MN)

ED 212 848 CE 031 375
Heller, Barbara R. Florio, Carol
Money Management for Women: A Demonstration
of the Role of Community Organizations in the
Delivery of Consumer Education.
City Univ. of New York, N.Y. Inst. for Research
and Development in Occupational Education.
Spons Agency—Office of Consumer's Education
(ED), Washington, D.C.
Report No.—CASE-16-81
Pub Date—Dec 81
Note—153p.
Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Adult Education, Adults, *Community Organizations, *Consumer Education, Credit (Finance), Demonstration Programs, *Economically Disadvantaged, Females, *Material Development, Mathematics Instruction, *Money Management, Program Development, Program Implementation, *Womens Education, Workshops
The Money Management for Women program was designed and implemented to provide lower-income women with financial planning information geared to their current level of understanding and financial circumstances. Objectives were to develop

a model consumer education program and test the efficacy of community-based organizations as agents in delivering consumer education. Seven community-based organizations were selected to participate in implementing the program, and course content and materials for the program's leader-training and participant-workshop components were developed. Workshop materials—worksheets, factsheets, leader's guides/syllabus, and recruitment and evaluation materials—were developed around four major content areas: Attitudes Toward Money, Money Management, and Math; Constructing a Personal Money Management Plan; Choosing Checking and Savings Plans; and Managing Credit. During the project, staff members upgraded their career skills and acquired confidence in directing special projects. Workshop participants indicated a positive difference in their lives. Recommendations were made for workshop staffing, role of workshop leader, math segment, participant materials, program length, and topics. Appendixes, amounting to over one-half of the report, include workshop session outline, interest/needs questionnaire and responses, syllabus, and participant materials. (YLB)

ED 212 849 CE 031 377
Eisenhart, Margaret A.
Pathways to Adulthood: Women and Their Career Choices.

Pub Date—[Dec 81]
Note—16p.; Paper presented at the American Anthropological Association Conference (Los Angeles, CA, December 1981).
Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Blacks, *Career Choice, *Career Development, *College Freshmen, Employment Opportunities, *Females, Higher Education, Identification (Psychology), Majors (Students), Role Models, Sex Bias, Sex Stereotypes, *Whites, Work Attitudes
Twelve black and 11 white women attending two state universities in the South were interviewed about their choice of majors and careers. The sample was selected through advertising on the campuses and was more heavily weighted with women who had chosen mathematics or scientific careers. It was found that there are common themes in the career pathways of the women, but blacks and whites choose somewhat different symbols to describe their career interests. In the first place, both groups report preferences for careers which are not emulations of occupations typically associated with women they have known. Secondly, the theme of independence means a career outside the home and opportunity to do what one likes. Third, college experiences are seen by both groups as a crucial phase of the career pathway, but for different reasons. Black women see college mainly as a time to obtain a credential that allows them to obtain a desirable job upon graduation, while for the white women, college is a time to explore various career possibilities in order to find the one most personally suitable. The black women most often justify their selection of a college major in terms of the financial rewards to be gained later on; the white women ground their choices in the potential for interest, challenge, and service to others in the future. Finally, neither group explicitly associates college career choice with gender role. It was concluded that the women lacked information about careers and what they really entail, leaving themselves open for the operation of subtle mechanisms, such as feedback, which can indirectly limit women's participation or interest in male-dominated careers. (KC)

ED 212 850 CE 031 378
Welsh-Hill, Janet
An Assessment of the Career Development Needs
of ABE Students in Prince George's County,
Maryland.
Pub Date—[80]
Note—11p.
Pub Type—Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrator Attitudes, *Adult Basic Education, *Career Development, Career Education, *Educational Needs, Employment Potential, *Needs Assessment, Questionnaires, Staff Development, Student Attitudes, Teacher Attitudes, Workshops
Identifiers—*Maryland (Prince Georges County)
A dual workshop/questionnaire approach was used in a needs assessment of adult basic education

(ABE) students conducted in Prince George's County, Maryland, in spring 1980. The workshop advanced and clarified the concept of career development to teaching and administrative staff. Participants completed a needs assessment questionnaire according to their view of ABE students' needs. Another questionnaire assessed students' views of their career development needs. From 793 students in the program, 760 usable responses were gathered. With the exception of one item, 50% or more of the sample members felt they wanted help in all areas identified on the questionnaire. Study results supported the importance of career development in ABE to meet employability needs of the ABE population. Students most wanted to know what they do well and then how to get through the information on careers, training, and financial aid. Evidence was also provided that career development is worthy of emphasis in ABE programming. (YLB)

ED 212 851 CE 031 390
Jacobowitz, Tina
Factors Associated with Science Career Preferences of Black Junior High School Students.
Pub Date—[80]
Note—47p.

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Black Students, *Career Choice, Career Development, Females, Junior High Schools, *Junior High School Students, Males, Multiple Regression Analysis, *Occupational Aspiration, *Science Careers, Science Interests, Sex Role, *Sex Stereotypes, Urban Youth, Vocational Aptitude, Vocational Interests
Science career preferences of junior high students, while not stable predictors of ultimate career choice, do serve to direct and maintain individuals along the paths to careers in science. In this study, factors relevant to science career preferences of black eighth grade students were investigated. This issue is of particular import to blacks since they are severely underrepresented in the scientific fields. The sample consisted of 113 males and 148 females in an inner city junior high school. The Science Career Preference Scale, the Peabody Picture Vocabulary Test, and the Self-Concept of Ability Scale (Form B-Scale) were administered. Mathematics and science grades were obtained from class rating sheets. Treatment of the data involved multiple regression analysis according to a hierarchical model. Independent variables rated included the relationships of sex, mathematics achievement, science achievement, science self-concept, and science career preferences. The effects of verbal ability were partialled out of all the variables. Results showed that of all the independent variables, sex was the strongest predictor of science career preferences (males much more often selected science careers), accounting for 25 percent of the criterion variance. The findings suggest that early adolescent science career preferences are related more to interests which are consonant with sex-role considerations than to realistic assessment of mathematics or science achievement. (Author/KC)

ED 212 852 CE 031 391
Flander, Leonard
ESL I-IV Curriculum Guide. Teacher's Manual.
Guam Community College, Agaña.
Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.
Pub Date—Feb 81
Note—90p.; For related documents see CE 031 392-398.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Adult Education, Adults, *Daily Living Skills, *English (Second Language), Handwriting Instruction, *Handwriting Skills, Non English Speaking, Reading Instruction, *Reading Readiness, Second Language Instruction, Sentence Structure, Teaching Guides, Technical Education, Trade and Industrial Education, Two Year Colleges, Vocabulary, *Vocabulary Development
This teacher's manual accompanies the six curriculum guides for the six levels (I-VI) in the Guam Community College English as a Second Language (ESL) project series (see note). A structural outline for the ESL project is first presented that discusses the lessons, levels, tests, materials, vocabulary, and scope and sequence. Next are described the Peabody kits around which the project centers, namely Peabody kits P, Level P, Level 1, Level 2, Level 3, and the Articulation Kit. The ESL vocabulary is

then provided for all levels (I-IV) with the level and lesson indicated in which the word is first presented. The second half of the manual outlines the scope and sequence of each of the levels. For each level this information is given: vocabulary by part of speech and lesson with objective and the sentence, sound, or printing structure studies. (YLB)

ED 212 853 CE 031 392

Flander, Leonard

ESL I-IV Curriculum Guide. Pre Tests and Post Tests.

Guam Community College, Agaña.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date—[Feb 81]

Note—31p.; For related documents see CE 031 391-398.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Education, Adults, Answer Keys, *Daily Living Skills, *English (Second Language), Handwriting Instruction, Handwriting Skills, Non English Speaking, *Pretests Posttests, Reading Instruction, Reading Readiness, *Scoring, Second Language Instruction, Sentence Structure, Technical Education, Testing, Trade and Industrial Education, Two Year Colleges, Vocational, Vocabulary Development

Identifiers—*Guam, Guam Community College, *Survival Language, Survival Skills

These pretests and posttests are designed for use with the curriculum guides and teaching guide in the Guam Community College English as a Second Language (ESL) project series (see note). Information on scoring and directions for test administrations are provided. A pretest and posttest are included for each of the six levels in the project. For each pretest/posttest pair at each level a scoresheet is presented. Illustration cards are provided where needed. (YLB)

ED 212 854 CE 031 393

Flander, Leonard

ESL I Curriculum Guide.

Guam Community College, Agaña.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date—[Feb 81]

Note—141p.; For related documents see CE 031 391-398.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Adult Education, Adults, Curriculum Guides, *Daily Living Skills, *English (Second Language), Non English Speaking, Pattern Drills (Language), Second Language Instruction, *Sentence Structure, Two Year Colleges, Vocabulary, *Vocabulary Development

Identifiers—*Guam, Guam Community College, *Survival Language, Survival Skills

This curriculum guide for English as a Second Language (ESL) Level I is the first of six in the Guam Community College ESL project series. The other five guides, a companion teacher's guide, and pre- and post-tests are available separately (see note). The entire project centers around the Peabody Kits P, Level P, Level 1, Level 2, Level 3, and the Articulation Kit. Level I is basically vocabulary-oriented with sentence structure in three simple tenses and simple sentence patterns. Aimed at a trade and technical, adult-based learning experience, the 40 lessons are structured for the adult learner and adult-learner interest with emphasis on Guam and island living. Each lesson lists materials (coded to the Peabody kits), objective, and method and has three parts. Drill A reviews the previous lesson materials, Drill B develops and expands new vocabulary and presents stated objectives, and Drill C continues B or adds additional exercises. After the first 20 lessons, the lessons reach back 20 lessons to develop the more important items from that lesson. Written with an absent or remote student in mind, the lessons are intended to be taped by the professor with pauses for student responses. (YLB)

ED 212 855 CE 031 394

Flander, Leonard

ESL II Curriculum Guide.

Guam Community College, Agaña.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date—[Feb 81]

Note—171p.; For related documents see CE 031 391-398.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Adult Education, Adults, Curriculum Guides, *Daily Living Skills, *English (Second Language), Non English Speaking, Pattern Drills (Language), Second Language Instruction, *Sentence Structure, Two Year Colleges, Vocabulary, *Vocabulary Development

Identifiers—*Guam, Guam Community College, *Survival Language, Survival Skills

This curriculum guide for English as a Second Language (ESL) Level II is the second of six in the Guam Community College ESL project series. The other five guides, a companion teacher's guide, and pre- and post-tests are available separately (see note). The entire project centers around the Peabody Kits P, Level P, Level 1, Level 2, Level 3, and the Articulation Kit. Level II is basically vocabulary-oriented with sentence structure in three simple tenses and simple sentence patterns. Aimed at a trade and technical, adult-based learning experience, the 40 lessons are structured for the adult learner and adult-learner interest with emphasis on Guam and island living. Each lesson lists materials (coded to the Peabody kits), objective, and method and has three parts. Drill A reviews the previous lesson materials, Drill B develops and expands new vocabulary and presents stated objectives, and Drill C continues B or adds additional exercises. After the first 20 lessons, the lessons reach back 20 lessons to develop the more important items from that lesson. Written with an absent or remote student in mind, the lessons are intended to be taped by the professor with pauses for student responses. (YLB)

ED 212 856 CE 031 395

Flander, Leonard

ESL III Curriculum Guide.

Guam Community College, Agaña.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date—[Feb 81]

Note—168p.; For related documents see CE 031 391-398.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Adult Education, Adults, Curriculum Guides, *Daily Living Skills, Dialogs (Language), *English (Second Language), Non English Speaking, Pattern Drills (Language), Second Language Instruction, *Sentence Structure, Two Year Colleges, Vocabulary, *Vocabulary Development

Identifiers—*Guam, Guam Community College, *Survival Language, Survival Skills

This curriculum guide for English as a Second Language (ESL) Level III is the third of six in the Guam Community College ESL project series. The other five guides, a companion teacher's guide, and pre- and post-tests are available separately (see note). The entire project centers around the Peabody Kits P, Level P, Level 1, Level 2, Level 3, and the Articulation Kit. Level III is basically vocabulary-oriented with sentence structure in three simple tenses and simple sentence patterns. Aimed at a trade and technical, adult-based learning experience, the 40 lessons are structured for the adult learner and adult-learner interest with emphasis on Guam and island living. Each lesson lists method and has three parts. Drill A reviews the previous lesson materials, Drill B develops and expands new vocabulary and presents stated objectives, and Drill C continues B or adds additional exercises. After the first 20 lessons, the lessons reach back 20 lessons to develop the more important items from that lesson. Written with an absent or remote student in mind, the lessons are intended to be taped by the professor with pauses for student responses. (YLB)

ED 212 857 CE 031 396

Flander, Leonard

ESL IV Curriculum Guide.

Guam Community College, Agaña.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date—[Feb 81]

Note—186p.; For related documents see CE 031 391-398.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Adult Education, Adults, Curriculum Guides, *Daily Living Skills, Dialogs (Language), *English (Second Language), Non English Speaking, Pattern Drills (Language), Second Language Instruction, *Sentence Structure, Two Year Colleges, Vocabulary, *Vocabulary Development

Identifiers—*Guam, Guam Community College, *Survival Language, Survival Skills

This curriculum guide for English as a Second Language (ESL) Level IV is the fourth of six in the Guam Community College ESL project series. The other five guides, a companion teacher's guide, and pre- and post-tests are available separately (see note). The entire project centers around the Peabody Kits P, Level P, Level 1, Level 2, Level 3, and the Articulation Kit. Level IV is basically vocabulary-oriented with sentence structure in three simple tenses and simple sentence patterns. Aimed at a trade and technical, adult-based learning experience, the 40 lessons are structured for the adult learner and adult-learner interest with emphasis on Guam and island living. Each lesson lists materials (coded to the Peabody kits), objective, and method and has three parts. Drill A reviews the previous lesson materials, Drill B develops and expands new vocabulary and presents stated objectives, and Drill C continues B or adds additional exercises. After the first 20 lessons, the lessons reach back 20 lessons to develop the more important items from that lesson. Written with an absent or remote student in mind, the lessons are intended to be taped by the professor with pauses for student responses. (YLB)

ED 212 858 CE 031 397

Flander, Leonard

ESL V Curriculum Guide.

Guam Community College, Agaña.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date—[Feb 81]

Note—139p.; For related documents see CE 031 391-398.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Adult Education, Adults, Curriculum Guides, Dialogs (Language), *English (Second Language), Non English Speaking, Pattern Drills (Language), Second Language Instruction, Sentence Structure, Two Year Colleges, Vocabulary

Identifiers—*Guam, Guam Community College, *Survival Language, Survival Skills, Vocational

English as a Second Language

This curriculum guide for English as a Second Language (ESL) Level V is the fifth of six in the Guam Community College ESL project series. The other five guides, a companion teacher's guide, and pre- and post-tests are available separately (see note). The entire project centers around the Peabody Kits P, Level P, Level 1, Level 2, Level 3, and the Articulation Kit. Level V expands trade and technical knowledge into specific fields: Construction Trades, Mechanical, Electro-Mechanical, Engineering, and Business. It also begins reading readiness. Aimed at trade and technical, adult-based learning experience, the 40 lessons are structured for the adult learner and adult-learner interest with emphasis on Guam and island living. Each lesson lists materials (coded to the Peabody kits), objective, and method and has three parts. Drill A reviews the previous lesson materials, Drill B develops and expands new vocabulary and presents stated objectives, and Drill C continues B or adds additional exercises. After the first 20 lessons, the lessons reach back 20 lessons to develop the more important items from that lesson. Written with an absent or remote student in mind, the lessons are intended to be taped by the professor with pauses for student responses. (YLB)

ED 212 859 CE 031 398

Flander, Leonard

ESL VI Curriculum Guide.

Guam Community College, Agaña.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date—[Feb 81]

Note—138p.; For related documents see CE 031 391-397.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Adult Education, Adults, Building Trades, Business, Curriculum Guides, Daily Living Skills, Dialogs (Language), Electromechanical Technology, Engineering, Handwriting Instruction, Handwriting Skills, Mechanics (Process), Non English Speaking, Pattern Drills (Language), Reading Instruction, *Reading Readiness, Second Language Instruction, Sentence Structure, *Technical Education, *Trade and Industrial Education, Two Year Colleges, Vocabulary, *Vocabulary Development

Identifiers—*Guam, Guam Community College, *Survival Language, Survival Skills, Vocational English as a Second Language

This curriculum guide for English as a Second Language (ESL) Level VI is the sixth of six in a Guam Community College ESL project series. The other five guides, a companion teacher's guide and pre- and post-tests are available separately (see note). The entire project centers around the Peabody Kits P, Level P, Level 1, Level 2, Level 3, and the Articulation Kit. Level VI expands trade and technical knowledge into specific fields: Construction Trades, Mechanical, Electro-Mechanical, Engineering, and Business. It continues reading readiness begun in Level V and contains the beginning writing segment of the ESL program. Aimed at a trade and technical, adult-based learning experience, the 40 lessons are structured for the adult learner and adult-learner interest with emphasis on Guam and island living. Each lesson lists materials (coded to the Peabody kits), objective, and method and has three parts. Drill A reviews the previous lesson materials, Drill B develops and expands new vocabulary and presents stated objectives, and Drill C continues B or adds additional exercises. After the first 20 lessons, the lessons reach back 20 lessons to develop the more important items from that lesson. Written with an absent or remote student in mind, the lessons are intended to be taped by the professor with pauses for student responses. (YLB)

ED 212 860 CE 031 400

Vetter, Louise And Others

Building Your Own Scenario: Agriculture, Sex Equity, and Alternative Futures.

Far West Lab. for Educational Research and Development, San Francisco, Calif.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date—81

Contract—300-80-0553

Note—28p.; For related documents see CE 031 401-407.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrator Guides, Affirmative Action, *Agricultural Education, Educational Planning, Educational Resources, Equal Education, *Federal Legislation, *Futures (of Society), Higher Education, Needs Assessment, Nontraditional Occupations, Postsecondary Education, Program Content, Program Development, Program Implementation, *Sex Fairness, Sex Stereotypes, Student Recruitment, Teacher Education, *Teacher Educator Education, Vocational Education, *Workshops

Identifiers—Sex Equity in Vocational Education Project

This training manual, one of a series of eight, has been developed to help state and local supervisors and teacher educators in agriculture to conduct a workshop on sex equity as it relates to their future programs for vocational education teachers and administrators in the agricultural service area. The workshop's intent is to help these professionals to infuse the concepts and practices of sex equity throughout agricultural education programs. Following an introduction that gives background on the issue of sex equity and outlines the manual, the guide contains five exercises for group participation. First, with the chance to examine "what is" in a program, participants complete descriptions focusing on their communities and educational agencies. Then, through a "what if" exercise, three alternative scenarios for the future are provided with discussion questions for relating these possible futures to sex equity and agriculture. Once the participants have considered "what is" and "what if," a group exercise for brainstorming needs and possible goals for sex equity is provided. This is followed by an individual planning exercise for achieving those goals along with a resource listing of current sex equity publications. A review of the legislative basis for sex equity is included in the appendix. A facilitator guide accompanies this training manual. (KC)

ED 212 861 CE 031 401

Vetter, Louise And Others

Building Your Own Scenario: Business and Office Occupations, Sex Equity, and Alternative Futures.

Far West Lab. for Educational Research and Development, San Francisco, Calif.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult

Education (ED), Washington, D.C.

Pub Date—81

Contract—300-80-0553

Note—28p.; For related documents see CE 031 400-407.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrator Guides, Affirmative Action, *Business Education, Educational Planning, Educational Resources, Equal Education, Federal Legislation, *Futures (of Society), Higher Education, Needs Assessment, Nontraditional Occupations, *Office Occupations Education, Postsecondary Education, Program Content, Program Development, Program Implementation, *Sex Fairness, Sex Stereotypes, Student Recruitment, Teacher Education, *Teacher Educator Education, Vocational Education, *Workshops

Identifiers—Sex Equity in Vocational Education Project

This training manual, one of eight in a series, has been developed to help state and local supervisors and teacher educators in business and office occupations to conduct a workshop on sex equity as it relates to their future programs for vocational education teachers and administrators in the business and office service area. The workshop's intent is to help these professionals to infuse the concepts and practices of sex equity throughout business and office education programs. Following an introduction which gives background on the issue of sex equity and outlines the manual, the guide contains five exercises for group participation. First, with the chance to examine "what is" in a program, participants complete descriptions focusing on their communities and educational agencies. Then, through a "what if" exercise, three alternative scenarios for the future are provided with discussion questions for relating these possible futures to sex equity and business and office occupations. Once the participants have considered "what is" and "what if," a group exercise for brainstorming needs and possible goals for sex equity is provided. This is followed by an individual planning exercise for achieving those goals along with a resource listing of current sex equity publications. A review of the legislative basis for sex equity is included in the appendix. A facilitator guide accompanies the training manual. (KC)

ED 212 862 CE 031 402

Vetter, Louise And Others

Building Your Own Scenario: Health Occupations, Sex Equity, and Alternative Futures.

Far West Lab. for Educational Research and Development, San Francisco, Calif.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date—81

Contract—300-80-0553

Note—29p.; For related documents see CE 031 400-407.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrator Guides, Affirmative Action, *Allied Health Occupations Education, Educational Planning, Educational Resources, Equal Education, *Federal Legislation, *Futures (of Society), Higher Education, Needs Assessment, Nontraditional Occupations, Postsecondary Education, Program Content, Program Development, Program Implementation, *Sex Fairness, Sex Stereotypes, Student Recruitment, Teacher Education, *Teacher Educator Education, Vocational Education, *Workshops

Identifiers—Sex Equity in Vocational Education Project

This training manual, one of eight in a series, has been developed to help state and local supervisors and teacher educators in health occupations to conduct a workshop for vocational education teachers and administrators in the health occupations service area. The workshop's intent is to help these professionals to infuse the concepts and practices of sex equity throughout health occupations education programs. Following an introduction which gives background on the issue of sex equity and outlines the manual, the guide contains five exercises for group participation. First, with the chance to examine "what is" in a program, participants complete descriptions focusing on their communities and educational agencies. Then, through a "what if" exercise, three alternative scenarios for the future are

provided with discussion questions for relating these possible futures to sex equity and health occupations. Once the participants have considered "what is" and "what if," a group exercise for brainstorming needs and possible goals for sex equity is provided. This is followed by an individual planning exercise for achieving those goals along with a resource listing of current sex equity publications. A review of the legislative basis for sex equity is included in the appendix. A facilitator guide accompanies this manual. (KC)

ED 212 863 CE 031 403

Vetter, Louise And Others

Building Your Own Scenario: Home Economics, Sex Equity, and Alternative Futures.

Far West Lab. for Educational Research and Development, San Francisco, Calif.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date—81

Contract—300-80-0553

Note—29p.; For related documents see CE 031 400-407.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrator Guides, Affirmative Action, Educational Planning, Educational Resources, Equal Education, *Federal Legislation, *Futures (of Society), Higher Education, *Home Economics, Needs Assessment, Nontraditional Occupations, Postsecondary Education, Program Content, Program Development, Program Implementation, *Sex Fairness, Sex Stereotypes, Student Recruitment, Teacher Education, *Teacher Educator Education, Vocational Education, *Workshops

Identifiers—Sex Equity in Vocational Education Project

This training manual, one of eight in a series, has been developed to help state and local supervisors and teacher educators in home economics to conduct a workshop on sex equity as it relates to their future programs for vocational education teachers and administrators in the home economics service area. The workshop's intent is to help these professionals to infuse the concepts and practices of sex equity throughout home economics programs. Following an introduction which provides background on the issue of sex equity and outlines the manual, the guide contains five exercises for group participation. First, with the chance to examine "what is" in a program, participants complete descriptions focusing on their communities and educational agencies. Then, through a "what if" exercise, three alternative scenarios for the future are provided with discussion questions for relating these possible futures to sex equity and home economics. Once the participants have considered "what is" and "what if," a group exercise for brainstorming needs and possible goals for sex equity is provided. This is followed by an individual planning exercise for achieving those goals along with a resource listing of current sex equity publications. A review of the legislative basis for sex equity is included in the appendix. A facilitator guide accompanies this manual. (KC)

ED 212 864 CE 031 404

Vetter, Louise And Others

Building Your Own Scenario: Industrial Arts, Sex Equity, and Alternative Futures.

Far West Lab. for Educational Research and Development, San Francisco, Calif.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date—81

Contract—300-80-0553

Note—29p.; For related documents see CE 031 400-407.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrator Guides, Affirmative Action, Educational Planning, Educational Resources, *Equal Education, Federal Legislation, *Futures (of Society), Higher Education, *Industrial Arts, Needs Assessment, Nontraditional Occupations, Postsecondary Education, Program Content, Program Development, Program Implementation, *Sex Fairness, Sex Stereotypes,

Student Recruitment, Teacher Education, *Teacher Educator Education, Vocational Education, *Workshops
Identifiers—Sex Equity in Vocational Education Project

This training manual, one of eight in a series, has been developed to help state and local supervisors and teacher educators in industrial arts to conduct a workshop on sex equity, as it relates to their future programs, for vocational education teachers and administrators in the industrial arts programs. Following an introduction which provides background on the issue of sex equity and outlines the manual, the guide contains five exercises for group participation. First, with the chance to examine "what is" in a program, participants complete descriptions focusing on their communities and educational agencies. Then, through a "what if" exercise, three alternative scenarios for the future are provided with discussion questions for relating these possible futures to sex equity and industrial arts. Once the participants have considered "what is" and "what if," a group exercise for brainstorming needs and possible goals for sex equity is provided. This is followed by an individual planning exercise for achieving those goals along with a resource listing of current sex equity publications. A review of the legislative basis for sex equity is included in the appendix. A facilitator guide accompanies this manual. (KC)

ED 212 865 CE 031 405

Vetter, Louise And Others

Building Your Own Scenario: Marketing and Distributive Education, Sex Equity, and Alternative Futures.

Far West Lab. for Educational Research and Development, San Francisco, Calif.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date—81

Contract—300-80-0553

Note—29p.; For related documents see CE 031 400-407.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrator Guides, Affirmative Action, *Distributive Education, Educational Planning, Educational Resources, Equal Education, Federal Legislation, *Futures (of Society), Higher Education, *Marketing, Needs Assessment, Nontraditional Occupations, Postsecondary Education, Program Content, Program Development, Program Implementation, *Sex Fairness, Sex Stereotypes, Student Recruitment, Teacher Education, *Teacher Educator Education, Vocational Education, *Workshops

Identifiers—Sex Equity in Vocational Education Project

This training manual, one in a series of eight, has been developed to help state and local supervisors and teacher educators in marketing and distributive education to conduct a workshop on sex equity, as it relates to their future programs, for vocational education teachers and administrators in the marketing and distributive education service area. The workshop's intent is to help these professionals to infuse the concepts and practices of sex equity throughout marketing and distributive education programs. Following an introduction which provides background on the issue of sex equity and outlines the manual, the guide contains five exercises for group participation. First, with the chance to examine "what is" in a program, participants complete descriptions focusing on their communities and educational agencies. Then, through a "what if" exercise, three alternative scenarios for the future are provided with discussion questions for relating these possible futures to sex equity and industrial arts. Once the participants have considered "what is" and "what if," a group exercise for brainstorming needs and possible goals for sex equity is provided. This is followed by an individual planning exercise for achieving those goals along with a resource listing of current sex equity publications. A review of the legislative basis for sex equity is included in the appendix. A facilitator guide accompanies this manual. (KC)

ED 212 866 CE 031 406

Vetter, Louise And Others

Building Your Own Scenario: Technical Education, Sex Equity, and Alternative Futures.

Far West Lab. for Educational Research and Development, San Francisco, Calif.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date—81

Contract—300-80-0552

Note—28p.; For related documents see CE 031 400-407.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrator Guides, Affirmative Action, Educational Planning, Educational Resources, *Equal Education, Federal Legislation, *Futures (of Society), Higher Education, Needs Assessment, Nontraditional Occupations, Postsecondary Education, Program Content, Program Development, Program Implementation, *Sex Fairness, Sex Stereotypes, Student Recruitment, Teacher Education, *Teacher Educator Education, *Technical Education, Vocational Education, *Workshops

Identifiers—Sex Equity in Vocational Education Project

This training manual, one in a series of eight, has been developed to help state and local supervisors and teacher educators in technical education to conduct a workshop on sex equity, as it relates to their future programs, for vocational education teachers and administrators in the technical education service area. The workshop's intent is to help these professionals to infuse the concepts and practices of sex equity throughout technical education programs. Following an introduction which provides background on the issue of sex equity and outlines the manual, the guide contains five exercises for group participation. First, with the chance to examine "what is" in a program, participants complete descriptions focusing on their communities and educational agencies. Then, through a "what if" exercise, three alternative scenarios for the future are provided with discussion questions for relating these possible futures to sex equity and technical education. Once the participants have considered "what is" and "what if," a group exercise for brainstorming needs and possible goals for sex equity is provided. This is followed by an individual planning exercise for achieving those goals along with a resource listing of current sex equity publications. A review of the legislative basis for sex equity is included in the appendix. A facilitator guide accompanies this manual. (KC)

ED 212 867 CE 031 407

Vetter, Louise And Others

Building Your Own Scenario: Trade and Industry, Sex Equity, and Alternative Futures.

Far West Lab. for Educational Research and Development, San Francisco, Calif.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date—81

Note—28p.; For related documents see CE 031 400-406.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrator Guides, Affirmative Action, Educational Planning, Educational Resources, *Equal Education, Federal Legislation, *Futures (of Society), Higher Education, Needs Assessment, Nontraditional Occupations, Postsecondary Education, Program Content, Program Development, Program Implementation, *Sex Fairness, Sex Stereotypes, Student Recruitment, Teacher Education, *Teacher Educator Education, *Trade and Industrial Education, Vocational Education, *Workshops

Identifiers—Sex Equity in Vocational Education Project

This training manual, one in a series of eight, has been developed to help state and local supervisors and teacher educators in trade and industrial education to conduct a workshop on sex equity, as it relates to their future programs, for vocational education teachers and administrators in the trade and industrial service area. The workshop's intent is to help these professionals to infuse the concepts and

practices of sex equity throughout trade and industrial education programs. Following an introduction which provides background on the issues of sex equity and outlines the manual, the guide contains five exercises for group participation. First, with the chance to examine "what is" in a program, participants complete descriptions focusing on their communities and educational agencies. Then, through a "what if" exercise, three alternative scenarios for the future are provided with discussion questions for relating these possible futures to sex equity and trade and industrial education. Once the participants have considered "what is" and "what if," a group exercise for brainstorming needs and possible goals for sex equity is provided. This is followed by an individual planning exercise for achieving those goals along with a resource listing of current sex equity publications. A review of the legislative basis for sex equity is included in the appendix. A facilitator guide accompanies this manual. (KC)

ED 212 868 CE 031 409

Porter, Kathleen

Adapting the New York State External High School Diploma Program to New Settings: Meeting the Challenge of Changing Federal Priorities.

Syracuse Research Corp., Syracuse, N.Y.

Pub Date—[Feb 82]

Note—9p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Adult Programs, *Community Education, Continuing Education, Continuing Education Centers, Cooperative Programs, *Extension Education, *Federal State Relationship, *High School Equivalency Programs, Nonschool Educational Programs, *Program Development, Program Effectiveness, Program Evaluation, Program Implementation, *Program Improvement

Identifiers—*External High School Diploma Program NY

The New York State External High School Diploma Program is a competency-based assessment system serving adults who can demonstrate both basic and life skills. It represents an alternative to the General Educational Development (GED) program for busy, working adults—offering flexibility in time, location, and mode of assessment. Developed in the early 1970s, the program was originally conceived as best serving its clients in a community-based setting. But in the face of a changed federal education policy and shrinking resources, the program's research staff conducted studies in cooperation with the New York State Education Department to determine the feasibility of adapting the program to new settings where costs could be shared. It was determined that the External Diploma Program could be housed in the state's Division of Continuing Education adult centers, with some changes in the procedures used for assessing clients, as well as with administrative changes. As a result, seven External Diploma Program sites, located in adult education centers, were funded through June 30, 1982. The goal of the instituted changes has been to institutionalize the External Diploma Program, widen its base of support, and make it more cost-efficient without compromising its integrity. How well this has been accomplished will be determined by an evaluation after the funding end-date. (Author/KC)

ED 212 869 CE 031 410

Ricks, Betty R., Ed. Schmidt, B. June, Ed.

Competency-Based Course Outlines for Business and Office Education. Accounting, Business Data Processing, Clerical Accounting, and Record Keeping Occupations.

Virginia State Dept. of Education, Richmond. Div. of Vocational Education.

Spons Agency—Department of Education, Washington, D.C.

Pub Date—May 81

Note—288p.; For a related document see ED 185 341.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC12 Plus Postage.
Descriptors—*Accounting, *Business Education, Business Skills, Career Exploration, Clerical Occupations, Communication Skills, Competence, *Competency Based Education, Computer Programs, Computers, Course Descriptions, *Data Processing, Employment Potential, Job Skills, *Office Occupations Education, Programming, *Recordkeeping, Secondary Education, Vocational Education

tional Education

Designed to assist business educators with the implementation of competency-based instruction, these course outlines identify recommended competencies and skill areas for beginning workers in accounting, business data processing, clerical accounting, and recordkeeping occupations. Each outline contains listings of enabling, terminal, and personal employability competencies. Covered in the accounting outline are accounting skill areas, establishing records, business transactions, and payrolls. The following topics are among those included in the sections on business data processing: automated accounting, business calculations, business systems, career exploration, data entry, programming concepts and languages, unit records, computer classifications and hardware, computer operations, and software. Addressed next are various aspects of clerical accounting, including establishing records, calculating machines, checking accounts, communication skills, care and maintenance of office equipment, purchases and sales, reprographics, typewriting, tax reports, and mail processing. Following a discussion of recordkeeping fundamentals, personal and business records and filing are discussed. A final outline provides a survey of data processing, with attention to card input, an overview of computers; business, society, and computers; and programming concepts. (A related guide covering business data processing competencies is available separately—see note.) (MN)

ED 212 870 CE 031 413

Legacy, Jim And Others

Tree Identification. Competency Based Teaching Materials in Horticulture.

Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education; Southern Illinois Univ., Carbondale, Dept. of Agricultural Education and Mechanization.

Pub Date—[80]

Note—45p.; For related documents see CE 031 414-421.

Available from—Agricultural Education & Mechanization Dept., Southern Illinois University, Carbondale, IL 62901 (\$4.00).

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Agricultural Education, Check Lists, Competency Based Education, Horticulture, Job Skills, *Landscaping, Learning Activities, *Nurseries (Horticulture), Ornamental Horticulture, *Plant Identification, Secondary Education, Storage, Tests, *Trees, Units of Study, Visual Aids

This competency-based curriculum unit on tree identification is one of five developed for classroom use in teaching the landscape/nursery area of horticulture. The three sections are each divided into teaching content (in a question-and-answer format) and student skills that outline steps and factors for consideration. Topics covered include identifying plant material (by leaf), using proper storage techniques, and quality sorting nursery stock prior to shipment. A list of references precedes a section containing visual aids, student skill checklist, and student activities, such as field trips, handouts, discussion activities, worksheets, crossword puzzles, hands-on experiences, tests, and quizzes. Answer keys are provided. (YLB)

ED 212 871 CE 031 414

Legacy, Jim And Others

Developing a Landscape Plan. Competency Based Teaching Materials in Horticulture.

Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education; Southern Illinois Univ., Carbondale, Dept. of Agricultural Education and Mechanization.

Pub Date—[80]

Note—32p.; For related documents see CE 031 413-421.

Available from—Agricultural Education & Mechanization Dept., Southern Illinois University, Carbondale, IL 62901 (\$3.00).

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Agricultural Education, Check Lists, Competency Based Education, Horticulture, Job Skills, *Landscaping, Learning Activities, *Nurseries (Horticulture), *Nursery Workers (Horticulture), Ornamental Horticulture, *Ornamental Horticulture Occupations, *Planning, Secondary Education, *Site Development, Tests, Units of Study, Visual Aids

This competency-based curriculum unit on deve-

loping a landscape plan is one of five developed for classroom use in teaching the landscape/nursery area of horticulture. The four sections are each divided into teaching content (in a question-and-answer format) and student skills that outline steps and factors for consideration. Topics covered include surveying landscape area, establishing family needs, designing landscape area, and drawing landscape plan. A list of references precedes a section containing visual aids, student skill checklist, and student activities, such as field trips, handouts, discussion activities, worksheets, crossword puzzles, hands-on experiences, tests, and quizzes. Answer keys are provided. (YLB)

ED 212 872 CE 031 415

Legacy, Jim And Others

Implementing the Plan. Competency Based Teaching Materials in Horticulture.

Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education; Southern Illinois Univ., Carbondale, Dept. of Agricultural Education and Mechanization.

Pub Date—[80]

Note—47p.; For related documents see CE 031 413-421.

Available from—Agricultural Education & Mechanization Dept., Southern Illinois University, Carbondale, IL 62901 (\$4.00).

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Agricultural Education, Check Lists, Competency Based Education, Horticulture, Job Skills, *Landscaping, Learning Activities, *Nurseries (Horticulture), *Nursery Workers (Horticulture), Ornamental Horticulture, *Ornamental Horticulture Occupations, *Plant Propagation, Secondary Education, *Site Development, Tests, Units of Study, Visual Aids

This competency-based curriculum unit on implementing the landscape plan is one of five developed for classroom use in teaching the landscape/nursery area of horticulture. The seven sections are each divided into teaching content (in a question-and-answer format) and student skills that outline steps and factors for consideration. Topics covered include laying out the landscape plan, installing drainage systems, installing irrigation systems, preparing the soil, selecting plant materials, planting flowers by seed and transplanting, and establishing the lawn by seed or sod. A list of references precedes a section containing visual aids, student skill checklist, and student activities, such as field trips, handouts, discussion activities, worksheets, crossword puzzles, hands-on experiences, tests, and quizzes. Answer keys are provided. (YLB)

ED 212 873 CE 031 416

Legacy, Jim And Others

Maintaining the Landscape. Competency Based Teaching Materials in Horticulture.

Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education; Southern Illinois Univ., Carbondale, Dept. of Agricultural Education and Mechanization.

Pub Date—[80]

Note—45p.; For related documents see CE 031 413-421.

Available from—Agricultural Education & Mechanization Dept., Southern Illinois University, Carbondale, IL 62901 (\$4.00).

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Agricultural Education, Check Lists, Competency Based Education, *Grounds Keepers, Horticulture, Job Skills, *Landscaping, Learning Activities, Nurseries (Horticulture), *Nursery Workers (Horticulture), Ornamental Horticulture, *Ornamental Horticulture Occupations, Plant Propagation, Secondary Education, Tests, *Turf Management, Units of Study, Visual Aids

This competency-based curriculum unit on maintaining the landscape is one of five developed for classroom use in teaching the landscape/nursery area of horticulture. The five sections are each divided into teaching content (in a question-and-answer format) and student skills that outline steps and factors for consideration. Topics covered include watering plants, mulching plants, directing plant growth, pruning the landscape, and mowing the landscape. A list of references precedes a section containing visual aids, student skill checklist, and student activities, such as field trips, handouts, discussion activities, worksheets, crossword puzzles, hands-on experiences, tests, and quizzes. Answer

keys are provided. (YLB)

ED 212 874 CE 031 417

Legacy, Jim And Others

Nursery Propagation. Competency Based Teaching Materials in Horticulture.

Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education; Southern Illinois Univ., Carbondale, Dept. of Agricultural Education and Mechanization.

Pub Date—[80]

Note—78p.; For related documents see CE 031 413-421.

Available from—Agricultural Education & Mechanization Dept., Southern Illinois University, Carbondale, IL 62901 (\$4.00).

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Agricultural Education, Check Lists, Competency Based Education, Horticulture, Job Skills, *Landscaping, Learning Activities, *Nurseries (Horticulture), *Nursery Workers (Horticulture), Ornamental Horticulture, *Ornamental Horticulture Occupations, *Plant Propagation, Secondary Education, Tests, Units of Study, Visual Aids

This competency-based curriculum unit on nursery propagation is one of five developed for classroom use in teaching the landscape/nursery area of horticulture. The four sections are each divided into teaching content (in a question-and-answer format) and student skills that outline steps and factors for consideration. Topics covered include planting the seed, transplanting the seed, propagation by cuttings, and grafting. A list of references precedes a section containing visual aids, student skill checklist, and student activities, such as field trips, handouts, discussion activities, worksheets, crossword puzzles, hands-on experiences, tests, and quizzes. Answer keys are provided. (YLB)

ED 212 875 CE 031 418

Legacy, Jim And Others

Turf Identification. Competency Based Teaching Materials in Horticulture.

Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education; Southern Illinois Univ., Carbondale, Dept. of Agricultural Education and Mechanization.

Pub Date—[80]

Note—30p.; For related documents see CE 031 413-421.

Available from—Agricultural Education Mechanization Dept., Southern Illinois University, Carbondale, IL 62901 (\$2.00).

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Agricultural Education, Check Lists, Competency Based Education, Horticulture, Job Skills, Learning Activities, Ornamental Horticulture, *Ornamental Horticulture Occupations, *Plant Identification, Secondary Education, Selection, Tests, *Turf Management, Units of Study, Visual Aids

This competency-based curriculum unit on turf identification is one of four developed for classroom use in teaching the turf and lawn services area of horticulture. The three sections are each divided into teaching content (in a question-and-answer format) and student skills that outline steps and factors for consideration. Topics covered include identifying turfgrasses, identifying turf samples, and selecting proper turfgrass for specific sites. A list of references precedes a section containing visual aids, student skill checklist, and student activities, such as handouts, discussion activities, field trips, crossword puzzles, hands-on experiences, worksheets, tests, and quizzes. Answer keys are provided. (YLB)

ED 212 876 CE 031 419

Legacy, Jim And Others

Soils and Fertilizers. Competency Based Teaching Materials in Horticulture.

Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education; Southern Illinois Univ., Carbondale, Dept. of Agricultural Education and Mechanization.

Pub Date—[80]

Note—22p.; For related documents see CE 031 413-421.

Available from—Agricultural Education & Mechanization Dept., Southern Illinois University, Carbondale, IL 62901 (\$2.00).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Agricultural Education, Check Lists, Competency Based Education, *Fertilizers, Horticulture, Job Skills, Learning Activities, Ornamental Horticulture, *Ornamental Horticulture Occupations, Secondary Education, *Soil Science, Tests, *Turf Management, Units of Study, Visual Aids

This competency-based curriculum unit on soils and fertilizers is one of four developed for classroom use in teaching the turf and lawn services area of horticulture. The four sections are each divided into teaching content (in a question-and-answer format) and student skills that outline taking soil samples, testing samples, preparing soil for turf seedbed, and turf fertility. A list of references precedes a section containing visual aids, student skill checklist, and student activities such as handouts, discussion activities, field trips, crossword puzzles, hands-on experiences, worksheets, tests, and quizzes. Answer keys are provided. (YLB)

ED 212 877

CE 031 420

Legacy, Jim And Others

Planting Turf. Competency Based Teaching Materials in Horticulture.

Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education; Southern Illinois Univ., Carbondale, Dept. of Agricultural Education and Mechanization.

Pub Date—[80]

Note—42p; For related documents see CE 031 413-421.

Available from—Agricultural Education & Mechanization Dept., Southern Illinois University, Carbondale, IL 62901 (\$3.00).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Agricultural Education, Check Lists, Competency Based Education, Horticulture, Job Skills, Learning Activities, Ornamental Horticulture, *Ornamental Horticulture Occupations, Secondary Education, Tests, *Turf Management, Units of Study, Visual Aids

This competency-based curriculum unit on planting turf is one of four developed for classroom use in teaching the turf and lawn services area of horticulture. The eight sections are each divided into teaching content (in a question-and-answer format) and student skills that outline steps and factors for consideration. Topics covered include preparing soil bed area, planting turfgasses, lawn establishment by seed, stolozing and sprigging, plugging, sodding, rolling newly established turf, and caring for a newly established lawn. A list of references precedes a section containing visual aids, student skill checklist, and student activities, such as handouts, discussion activities, field trips, crossword puzzles, hands-on experiences, worksheets, tests, and quizzes. Answer keys are provided. (YLB)

ED 212 878

CE 031 421

Legacy, Jim And Others

Insects and Diseases. Competency Based Teaching Materials in Horticulture.

Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education; Southern Illinois Univ., Carbondale, Dept. of Agricultural Education and Mechanization.

Pub Date—[80]

Note—28p; For related documents see CE 031 413-420.

Available from—Agricultural Education & Mechanization Dept., Southern Illinois University, Carbondale, IL 62901 (\$2.00).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Agricultural Education, Check Lists, Competency Based Education, Disease Control, *Diseases, *Entomology, Horticulture, *Insecticides, Job Skills, Learning Activities, Ornamental Horticulture, *Ornamental Horticulture Occupations, Secondary Education, Tests, *Turf Management, Units of Study, Visual Aids

This competency-based curriculum unit on insects and diseases is one of four developed for classroom use in teaching the turf and lawn services area of horticulture. The five sections are each divided into teaching content (in a question-and-answer format) and student skills that outline steps and factors for consideration. Topics covered include root-feeding insects, shoot-feeding insects, and fungicides. A list of references precedes a section containing visual aids, student skill checklist, and student activities, such as handouts, discussion activities, field trips, crossword puzzles, hands-on experiences,

worksheets, tests, and quizzes. Answer keys are provided. (KC)

ED 212 879

CE 031 423

Dunn, James

Machine Shop I. Oklahoma Trade and Industrial Education.

Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Pub Date—81

Note—773p.

Available from—Curriculum and Instructional Materials Center, Oklahoma State Department of Vocational and Technical Education, Stillwater, OK 74074 (Instate: Teacher—\$8.50, Student—\$7.50; Out-of-State: Teacher—\$15.00, Student—\$10.00).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF05 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Education, Behavioral Objectives, Blueprints, *Competency Based Education, *Equipment Utilization, Hand Tools, Industrial Arts, Instructional Materials, Job Skills, Learning Activities, *Machine Tool Operators, *Machine Tools, Mathematics, Measurement, Postsecondary Education, Safety, School Safety, School Shops, Secondary Education, *Trade and Industrial Education, *Vocational Education

Designed to provide the basic knowledge and hands-on skills necessary to prepare job-ready machinist trainees, these instructional materials focus on the following areas of trade and industrial education: orientation, basic and related technology, hand and bench work, and power saws and drilling machines. Suitable for use in secondary, postsecondary, or adult education classes, these materials are competency based in that the objectives of each unit are measurable to a minimum standard of acceptance. A total of 14 units are included in the four sections. Covered in the units are machine trades orientation, general shop safety, basic math, blueprints, rules, micrometer measuring tools, vernier measuring tools, materials and cutting fluids, hand tools, pedestal grinders, power saws, and drill presses. Each unit includes the following components: performance objectives, suggested activities, information sheets, transparency masters, assignment sheets, job sheets, tests, and answers to tests and assignment sheets. (MN)

ED 212 880

CE 031 424

Geer, Barbara Farabough

Basic Horticulture.

Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Pub Date—81

Note—430p.

Available from—Curriculum and Instructional Materials Center, Oklahoma State Department of Vocational and Technical Education, Stillwater, OK 74074 (Instate: Teacher—\$4.75, Student—\$4.25; Out-of-State: Teacher—\$10.00, Student—\$8.00).

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Horticulture, *Learning Activities, Learning Modules, Nurseries (Horticulture), *Nursery Workers (Horticulture), *Plant Growth, *Plant Propagation, Postsecondary Education, Secondary Education, *Teaching Methods, Vocational Education

This learning packet contains teaching suggestions and student learning materials for a course in basic horticulture aimed at preparing students for employment in a number of horticulture areas. The packet includes nine sections and twenty instructional units. Following the standard format established for Oklahoma vocational education materials in 1970, the units include eight basic components: performance objectives, suggested activities for the teacher, information sheets, assignment sheets, job sheets, transparency masters, tests, and answers to tests and assignment sheets. All of the unit components zero in on measurable and observable learning outcomes, and encourage hands-on experience. Topics covered in the eight sections are plant growth and reproduction; plant propagation; soils; fertilizers; plant growth media; plant problems and control; pruning; plant identification; and potting procedures. (KC)

ED 212 881

CE 031 429

Boutiller, Laura

Teaching Units for Consumer Home Economics

1981. Topic: Legal Rights and Responsibilities of Teens.

Connecticut State Dept. of Education, Hartford. Bureau of Vocational Services.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Oct 81

Note—89p; For related documents see CE 031 432 and CE 031 434.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Adolescents, *Consumer Economics, *Courts, Educational Resources, Home Economics, Junior High Schools, *Laws, *Learning Activities, Legal Education, School Law, State Legislation

Identifiers—Connecticut, *Shoplifting

This learning packet contains materials for junior high school students to use while taking a unit on law in a consumer home economics course. The unit's aims are to help students to (1) understand the role of individual rights and responsibilities in our society; (2) understand the fundamental principles and processes of our legal system; (3) become aware of the risks of participating in illegal behavior; and (4) become knowledgeable of the structure of the court system in Connecticut. The unit is divided into three major topics: law in society, illegal behavior, and the court system. Learning activities are provided for each of these topics. Learning activities include games, discussion topics, role-playing scripts, scenarios, quizzes, and information sheets to be handed out. (The illegal behavior section is focused primarily on shoplifting.) A list of suggested resources is included in the packet. (KC)

ED 212 882

CE 031 432

Maineri, Sandra C.

Teaching Units for Consumer Home Economics.

Topic: Mainstreaming Ideas for Special Needs Students.

Connecticut State Dept. of Education, Hartford. Bureau of Vocational Services.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Oct 81

Note—50p; For related documents see CE 031 429 and CE 031 434.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Accessibility (for Disabled), Cooking Instruction, *Developmental Disabilities, Disabilities, Educational Resources, Evaluation Methods, Foods Instruction, Guidelines, Handicap Identification, High Schools, *Home Economics, Lesson Plans, *Mainstreaming, Nutrition Instruction, *Physical Disabilities, Task Analysis, *Teaching Methods, Wheelchairs

This guide is intended to help high school home economics teachers to teach special needs students who are mainstreamed into their classrooms. It aims to familiarize teachers with types of disabilities and approaches for creating empathy among fellow students who are not disabled. Ideas for working with wheelchair bound and developmentally disabled students are explored, and the principles of work simplification and task analysis are defined. Simple lesson plans for instructing handicapped students in foods and nutrition and appropriate evaluative techniques are shared. Finally, a bibliography of current resources to aid the teacher in adapting lesson plans to student needs is included. It is intended that the teacher can develop many useable classroom ideas with the examples and techniques covered in this guide as a basis. (KC)

ED 212 883

CE 031 434

Bernadt, Ruth

Teaching Units for Consumer Home Economics.

Topic: Housing and Interior Decorating, Bilingual/Spanish.

Connecticut State Dept. of Education, Hartford. Bureau of Vocational Services.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Oct 81

Note—66p; For related documents see CE 031 429 and CE 031 432.

Language—English; Spanish

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Bilingual Education, Color Planning, Design, Furniture Arrangement, High Schools, *Home Economics, Home Furnishings, Homemaking Skills, *Housing, *Interior Design, Learning Modules, Mainstreaming, *Spanish Speaking, Translation

Identifiers—Bilingual Materials, Limited English Speaking

The instructional aids in this packet were designed to be used by high school home economics teachers who have Spanish speaking students with limited English skills mainstreamed into their regular classes. The teaching aids can be used by both English and Spanish speaking students at the same time because both Spanish and English are presented on the same page. Materials in the packet include information sheets, quizzes, checklists, illustrated information, and graph materials. They cover the following topics: renting an apartment; housing styles; furniture arrangement; furniture styles; furniture buying; elements and principles of design; color in decorating; wall treatments; floor treatments; window treatments; making drapes; kitchen planning; and caring for a home. (KC)

ED 212 884 CE 031 443

Brennan, Peggy Robinson, Gail

The Student Accounting System. A Process for Tracking and Assessing the Flow of Students Through Vocational Education Programs.

California Community Colleges, Sacramento. Office of the Chancellor; California State Dept. of Education, Sacramento; Ventura County Superintendent of Schools, Calif.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date—[80]

Note—254p; For a related document see CE 031 444.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Computer Oriented Programs, Courses, *Enrollment, Enrollment Trends, Postsecondary Education, Programs, Secondary Education, Student Attrition, *Student Records, Two Year Colleges, *Vocational Education

Identifiers—*Student Accounting System

This manual presents the Student Accounting System, a system designed to track and assess the flow of students through vocational training programs at both the community college and secondary levels. The two major data files/source documents are first described—an inventory of programs and their courses and an inventory of all courses completed by each vocational education student and individual student characteristics. The Program Enrollment and Termination Report is also discussed, and conducting the system is considered. Most of the manual is devoted to step-by-step instructions for a suggested sequence of activities for manually completing the Program Enrollment and Termination Report. Instructions are divided into three major sections: (1) students involved in one vocational training program, (2) students involved in two or more vocational training programs, and (3) leavers and transfers from all vocational training programs. Appendices, amounting to approximately one-half of the manual, include the Vocational Education Program/Course Inventory Explanation and Instructional Manual, Student/Course Inventory Explanation and Instructional Manual, Summary Reports, Documentation for Computerization, and master Program/Course Inventory, Student/Course Inventory, and Summary Report forms. (YLB)

ED 212 885 CE 031 444

Lindsey, Michael And Others

Task Analysis. A Process Manual for the Development of New and/or Modification of Instructional Curricula.

Ventura County Superintendent of Schools, Calif. Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date—[80]

Note—251p; For related documents see CE 031 443 and ED 173 615.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Curriculum Development, *Job Analysis, *Job Skills, Occupational Information, Postsecondary Education, Program Development, Secondary Education, *Task Analysis,

***Vocational Education**

This manual presents a Task Analysis Process (TAP) designed to provide its users with a method to systematically analyze occupations in terms of tasks and procedural techniques for organizing them and related knowledges into vocational education program curricula. The process is intended for use by secondary and postsecondary schools for designing new programs and courses and maintaining or modifying existing programs and courses. Introductory information lists benefits, grouped by user population, that are derived from TAP implementation and discusses personnel and their responsibilities and required resources. Step-by-step instructions follow that are meant for use as a suggested sequence of activities for completing the TAP. The TAP is composed of three major sections, each containing a corresponding worksheet to be completed by the Task Analyst(s). Worksheet 1 allows for identification of the vocational education program and its associated occupational outcomes. Each of these associated occupations is then broken down into its component tasks using Worksheet 2. These component tasks and other occupation-related skills and knowledges are grouped into courses on Worksheets 3A and 3B in the third section. An introduction, sample, instructions, and examples are provided for each worksheet. Appendixes include course outline and lesson plan development, Program Course Inventory, and worksheets. (YLB)

ED 212 886 CE 031 446

Watson, Elizabeth A.

ESL for Parents of School-Age Children. Special Project, 1980-1981.

DuPage High School District 88, Villa Park, IL. Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date—[81]

Note—185p; Some pages will not reproduce well due to light, broken print.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Adult Basic Education, Adult Literacy, Communication Skills, *Communicative Competence (Languages), Community Health Services, Community Resources, Community Services, Continuing Education, *Conversational Language Courses, Course Content, *English (Second Language), *Functional Literacy, Language Skills, Learning Activities, Literacy Education, *Parents, *Parent School Relationship

Identifiers—*DuPage High School District IL, *Limited English Speaking

This packet contains both teacher's guides and learners' materials for a course on English as a Second Language (ESL) for parents of schooled children. Developed for use in the DuPage High School District (Villa Park, Illinois), the materials can be used with adaptations by other continuing education programs. The packet contains 14 lessons. For each lesson, a teacher's guide provides performance objectives, grammatical structures to be taught, and lesson notes with information on things the teacher should know before teaching the lesson and activities to be used in teaching the lesson. Student materials for each lesson consist of model conversations, vocabulary, fill-in-the-blanks class exercises, questions to be answered in sentences, yes/no exercises, drills, worksheets, and information sheets. Topics covered in the lessons are as follows: attendance and illness; lunch programs; calling the school; report cards; transportation, schedules, and clubs; who works in the schools; using the library; community activities for parents and children; school holidays; keeping in touch with the schools; your child's health; the DuPage County Health Department; telephone tapes; and things to do with children in DuPage County. The lessons are aimed at helping parents with limited English speaking skills to deal with their children's school and the community. (KC)

ED 212 887 CE 031 447

Consumer Problems of Older Americans. New

Directions for Government and Business. Background Papers and Recommendations from a Mini-Conference for the White House Conference on Aging (Washington, DC, January 29-30, 1980).

American Association of Retired Persons, Washington, D.C.; National Retired Teachers Association, Washington, D.C.

Pub Date—[81]

Note—76p.

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Banking, Business Responsibility, Change Strategies, Consumer Economics, Consumer Education, *Consumer Protection, Credit (Finance), Drug Use, Food, Government Role, Health Services, *Individual Needs, Inflation (Economics), Insurance, *Investment, *Medical Services, *Money Management, Nutrition Instruction, *Older Adults, Policy Formation, Public Policy, Real Estate

Identifiers—Nurse Practitioners, White House Conference on Aging

These background papers and recommendations from a mini-conference on the consumer problems of older Americans and new directions that government and business should take to protect the consumer rights of the elderly address the following areas: credit, food, insurance, investments, prescription drugs and medical appliances, and primary health care providers. Examined first are access to credit, credit histories, electronic fund transfers, deregulation of banking, alternative mortgage instruments, security investments, coordination of billing/pension cycles, and the television and appliance rental industry. Following a discussion of food price inflation, advertising, and information, the following areas are investigated: consumer/nutrition education, access to food, layout and services in the store, and eating out. Various types of insurance are covered, including auto, health, and life insurance. Investigated next are real estate investments, business opportunities, inflation investments, and financial counseling. Prescription drugs and medical appliances for hearing and vision care are dealt with. In a final section on primary health providers denturism and nurse practitioners are considered. (MN)

ED 212 888 CE 031 512

Persons, Edgar A.

Be Your Own Boss: Introducing Entrepreneurship.

Professional Development Series, No. 5. American Vocational Association, Inc., Arlington, Va.

Report No.—ISBN-0-89514-031-4

Pub Date—[82]

Note—24p.

Available from—The American Vocational Association, Inc., 2020 North Fourteenth St., Arlington, VA 22201 (\$3.00).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Business Administration, *Business Education, Career Education, Decision Making, *Educational Needs, Employer Employee Relationship, Guidelines, *Individual Characteristics, *Individual Needs, *Job Skills, Money Management, Postsecondary Education, Purchasing, Qualifications, Recordkeeping, Salesmanship, Secondary Education, Teacher Role, *Vocational Education

Identifiers—Cash Flow, *Entrepreneurship

Suitable for use by teachers as an introductory unit on entrepreneurship, this booklet is organized around 10 basic questions that the aspiring entrepreneur should be able to answer. The following issues are covered in the questions: the suitability of the individual to the entrepreneur role and vice versa, the ability of the individual to make decisions, knowing how to get started, records that the business owner must keep, development and use of profit/loss and balance sheets, regulating cash flow, the necessity of salesmanship, the role of purchasing in a successful business, and the importance of good employer employee relations. Although complete answers are not provided to the questions, enough information is given so a teacher will know the kinds of information students need to consider entrepreneurship as an alternative work role. At the end of each brief section is a one- or two-sentence summary statement. Each is a key statement of knowledge and skills needed by the aspiring entrepreneur. Combined, they can serve as a checklist on what students need to know about establishing a business. (MN)

ED 212 889

CE 031 513

Greenwood, Katy B. Ed.

Contemporary Challenges for Vocational Education. 1982 Yearbook of the American Vocational Association.

American Vocational Association, Inc., Arlington, Va.

Report No.—ISBN-0-89514-037-3

Pub Date—81

Note—295p.

Available from—The American Vocational Association, Inc., 2020 North Fourteenth St., Arlington, VA 22201 (hardcover, \$18.00; paperback, \$9.00).

Pub Type—Information Analyses (070)—Opinion Papers (120)—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Apprenticeships, Blacks, Competency Based Education, Curriculum Development, Economic Development, Educational Cooperation, *Educational Needs, *Educational Objectives, *Educational Practices, *Educational Trends, Employment Potential, Federal Legislation, Females, Futures (of Society), Individual Needs, Industrialization, Instructional Improvement, Job Skills, Job Training, Labor Needs, Linking Agents, Networks, Program Effectiveness, Program Improvement, *School Role, Secondary Education, Values, *Vocational Education, Work Attitudes, Yearbooks, Youth Problems

Identifiers—Comprehensive Employment and Training Act, Entrepreneurship

This yearbook contains 24 reports concerning the following seven challenges currently facing vocational education: new needs for job training, reexamining value bases, a growing network of vocational educators, reflecting on past effectiveness, the continuing challenge to meet individual and special needs, strengthening curricula and instruction, and new issues and directions for the 1980s. Covered first are changing lifestyles, economy, and inflation in the 1980s and vocational education in an era of supply-side economic policy. In a discussion of reexamining value bases, the following issues are addressed: debates over terminology, redefining the work ethic for the 1980s, early values underlying vocational education, and cultural foundations of black leadership. Commentary is provided on the changing fortunes of the Comprehensive Employment and Training Act (CETA), apprenticeship training and vocational education as partners, and trends in business and industry training. Analyzed next are vocational solutions to youth problems, criticisms of job training, the contribution of vocational education, increasing opportunities for entrepreneurs, and women in vocational education. Competency-based instruction, employability skills training, and secondary school vocational education are examined. Described next are possible roles of vocational education in economic development and reindustrialization as well as multi-agency system linkages and coordination. (MN)

ED 212 890

CE 031 514

Vocational Education and the New Federalism. Special Report.

American Vocational Association, Inc., Arlington, Va.

Pub Date—[82]

Note—14p.

Available from—The American Vocational Association, Inc., 2020 North Fourteenth St., Arlington, VA 22201 (\$3.00).

Pub Type—Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Educational Finance, Educational Needs, Education Work Relationship, *Federal Aid, *Financial Support, Government Role, *Government School Relationship, Grants, Investment, Position Papers, *Public Policy, School Districts, State Action, State Federal Aid, State Programs, *Vocational Education

Identifiers—*New Federalism, Reagan Administration

The new federalism plan and the fiscal year 1983 budget presented to Congress by the Reagan administration call for changes that would, within the next few years, eliminate all federal involvement in vocational education. The proposed plan for budget cuts, block grants, and eventual phaseout of all federal involvement in all federal government has no obligation to reduce unemployment and shortages

of skilled workers or to enable special populations to succeed in vocational education. On the contrary, the basis for federal involvement in vocational education remains the same today as it was when Congress initially established the concept of federal support for vocational education. Cuts in federal funding for vocational education will hurt individuals, employers, and schools. Despite Administration claims, it is highly unlikely that state support can now be found to make up for the proposed real dollar reductions. If for no other reason, the federal government should continue to support vocational education because it is a program that more than repays the government for its investment. Finally, removal of the federal government from involvement in vocational education may result in the collapse of education-for-work capability. (MN)

ED 212 891

CE 031 515

The Shortage of Skilled Workers. Position Papers.

American Vocational Association, Inc., Arlington, Va.

Pub Date—[81]

Note—35p.

Available from—The American Vocational Association, Inc., 2020 North Fourteenth Ave., Arlington, VA 22201 (\$5.00).

Pub Type—Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Education, Apprenticeships, *Educational Needs, *Educational Planning, Educational Policy, Employment Services, Health Occupations, Individualized Instruction, Industry, *Job Skills, Job Training, *Labor Needs, Long Range Planning, Machine Tools, Office Occupations, Policy Formation, Position Papers, Public Policy, Retraining, School Business Relationship, *Skilled Workers, Technical Occupations, *Vocational Education

Evidence gathered through interviews with members of trade associations, unions, professional societies, business, and industry as well as data obtained from the Department of Labor, congressional testimony, and publications of the commercial and trade press reveals that the shortage of skilled workers in America is reaching crisis proportions. Among those areas facing acute worker shortages are the health care industry, high technology occupations, the machine tool industry, and office occupations. In order to solve this skills shortage, federal efforts should focus on a long-term plan for building the capacity of each state and each community to prepare citizens for permanent jobs in the private sector. Especially important is building the capacity to prepare skilled workers in depressed communities. Because vocational educators are the ones who train workers for occupations in which shortages are most pronounced, they should be especially concerned about alleviating skill shortages through customized training, adult education, and apprenticeship programs. When forming a national employment and training policy, government and industry planners should consider the following needs areas: keeping vocational programs current with changing industry requirements, organizing an adult employment and training service, and developing emergency defense and economic revitalization training programs. (MN)

ED 212 892

CE 031 516

Nelson, Orville And Others

A National Agenda for Vocational Education.

American Vocational Association, Inc., Arlington, Va.

Pub Date—Jun 81

Note—83p.

Available from—The American Vocational Association, Inc., 2020 North Fourteenth St., Arlington, VA 22201 (\$5.00).

Pub Type—Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Delivery Systems, Economic Development, Economic Factors, *Educational Legislation, *Educational Needs, Educational Objectives, Educational Planning, *Educational Policy, Energy Conservation, *Federal Aid, Federal Legislation, Financial Support, Government School Relationship, Job Training, Labor Needs, *Policy Formation, Poverty Areas, Power Technology, Program Improvement, Public Policy, Relevance (Education), School Role, State Programs, *Vocational Education

In the past, vocational education has made significant contributions to achieving national goals and

addressing national concerns. It can continue to do so, but only if the basis for federal investment in employment-related education and training is rethought. Among those areas of national concern to which vocational education must address itself are the following: strengthening vocational education in depressed communities, meeting the nation's need for qualified workers, keeping basic programs relevant, conserving and producing energy, helping groups that need more services, and responding to the nation's equity goals. If vocational education legislation is to sufficiently respond to these needs, it must do several things, including improving, revising, and reforming vocational education; building bridges with other delivery systems; recognizing that states have different needs; providing for state governance of vocational education; and matching federal expectations and federal appropriations. Vocational education can be a broader system, effectively addressing all of the employment-related educational needs of our nation, and can provide for a true partnership of national, state, and local interests. To build upon this foundation, new legislation must establish clear goals and priorities and provide an adequate base of support for the job that must be done. (MN)

ED 212 893

CE 031 518

Women in Development. 1980 Report to the Committee on Foreign Relations, United States Senate, and the Committee on Foreign Affairs, United States House of Representatives.

Agency for International Development (IDCA), Washington, D.C. Office of Women in Development.

Pub Date—80

Note—416p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC17 Plus Postage.

Descriptors—*Developing Nations, *Economic Development, Educational Needs, Educational Planning, Employment Opportunities, Employment Patterns, *Females, Heads of Households, Health Needs, *International Programs, Job Development, Job Training, Nonformal Education, Program Descriptions, *Program Development, *Program Effectiveness, Program Implementation, Rural Areas, Sex Role

Identifiers—Africa, Asia, Caribbean, Latin America, Near East, United Nations, *Women in Development Programs

This report to Congress describes the women in development programs, projects, and activities undertaken by the Agency for International Development (AID) during the period from 1978 through 1980. Information is provided concerning AID cooperation and support on preparations for the United Nations Decade for Women Copenhagen Conference. Presented next are texts of papers from the conference, dealing with such issues as women-headed households, jobs in rural industry and services, women in forestry, women in international migration, programming for women and health, women's employment in developing nations, and formal and nonformal education for women. Outlined next are AID projects/activities in the following areas: the AID central bureau, Africa, Latin America/the Caribbean, Asia, and the Near East. A series of conclusions and recommendations are made concerning the development of strategies to increase women's participation in the social, economic, and political spheres of life in developing nations. Included among these are calls for reducing burdens on women of tasks traditionally performed by them in the home, countering factors that keep females out of schools and training centers, creating new employment and occupational mobility opportunities for women, and ensuring women's participation in and access to primary health care. (MN)

ED 212 894

CE 031 520

Employment and Training Report of the President, Including Reports by the U.S. Department of Labor, the U.S. Department of Health and Human Services, and the U.S. Department of Education.

Employment and Training Administration (DOL), Washington, D.C. Office of Policy, Evaluation and Research.

Pub Date—81

Note—302p.

Available from—Secretary of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 029-000-00410-2, \$8.50).

Pub Type—Numerical/Quantitative Data (110)—Reports - Descriptive (141)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—*Agency Cooperation, Annual Reports, Apprenticeships, *Coordination, Demonstration Programs, Employment, *Employment Programs, Employment Statistics, *Federal Programs, *Job Training, Program Descriptions, Unemployment, Unemployment Insurance, *Veterans, Youth Programs

Identifiers—*Comprehensive Employment and Training Act, Department of Education, Department of Health and Human Services, Department of Labor, Job Service, Work Incentive Program

This annual report on employment and occupational requirements, resources, use, and training is composed of four reports. The first reviews significant employment and unemployment developments in calendar 1980. In the second report employment and training program performance in fiscal 1980 is described. Activities are overviewed for Comprehensive Employment and Training Act (CETA) programs, youth programs, private sector employment program, demonstration programs, Work Incentive Program, apprenticeship programs, the Job Service, and the Unemployment Insurance program. The third report on veterans services in fiscal 1980 reviews employment and unemployment among veterans, employment and training activities, and programs specifically aimed at helping veterans find jobs. The final report summarizes activities and efforts of the Departments of Health and Human Services and Education to coordinate with the CETA programs of the Department of Labor to advance the Nation's training and employment goals. A statistical appendix, amounting to approximately two-thirds of the report, contains information about (1) the labor force, employment, and unemployment; (2) special labor force data; (3) employment, hours, earnings, and labor turnover in nonagricultural establishments; (4) state and area labor force, employment and unemployment; (5) projections; (6) employment and training program statistics; and (7) productivity, gross national product, consumer and wholesale prices, other data. (YLB)

ED 212 895 CE 031 521

Health Professions Education/Nurse Training and National Health Service Corps, 1981. Hearing Before the Committee on Labor and Human Resources, United States Senate, Ninety-Seventh Congress, First Session on S. 799 [and] S. 801 (April 8, 1981).

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

Pub Date—81

Note—569p; Not available in paper copy due to small print.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Opinion Papers (120)

EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.

Descriptors—*Allied Health Occupations Education, Educational Legislation, Educational Needs, Educational Planning, Educational Policy, *Federal Legislation, Federal Programs, *Financial Support, Geographic Regions, Health Services, Hearings, Higher Education, Labor Needs, Needs Assessment, *Nursing Education, Policy Formation, Position Papers, Public Policy, *Student Financial Aid, Student Loan Programs, Vocational Education

Identifiers—Congress 97th, *National Health Service Corps, *Public Health Service Act

This congressional report contains testimony pertaining to two Senate bills (S. 99 and S. 801) dealing with health professions education and nurse training and with the National Health Service Corps. (The National Health Service Corps Bill, S. 801, provides for redefining health manpower shortage areas, using the Corps only where there is demonstrable need, increasing the number of Corps assignees, phasing out the scholarship program and transfer into a voluntary program, and revising the Corps private practice option. Highlights of S. 799 include continuing the health professionals and nursing student loan programs, salvaging market rate loans and programs for disadvantaged students, providing support to stimulate primary health care physician services.) Among those persons providing testimony were representatives from various educational, medical, and nursing associations; educational institutions; and state national agencies. Also included in the report are articles and communications dealing with health manpower distribution and needs. (MN)

ED 212 896 CE 031 522

Guilfoyle, Vivian M. And Others

Second Look. Helping Displaced Homemakers Move from Housework to Paid Work Through Vocational Training. Final Report.

Education Development Center, Inc., Newton, Mass.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date—Dec 81

Contract—300-79-0778

Note—182p; For related documents see ED 194 725-727.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Adults, *Adult Vocational Education, Advocacy, Career Counseling, Conferences, Delivery Systems, *Displaced Homemakers, Employment Opportunities, Equal Opportunities (Jobs), Females, *Information Dissemination, Job Training, *Material Development, Meetings, Program Descriptions, Publicity, Recruitment, State of the Art Reviews, Vocational Education Teachers, Womens Education

Identifiers—*Project Second Look

This final report describes Project Second Look that focused public awareness on training and employment needs of displaced homemakers and stimulated development of services to help them achieve economic independence. Section I is an executive summary overviewing the program and reflecting on project experience. The work of the project is discussed in section 2. The consultant panel and their work is addressed as is the state-of-the-art review that guided development of subsequent products. Discussion of stimulating service delivery through print materials focuses on important elements in the development sequence, characteristics and content of the resulting products, and distribution efforts. These products are described: brochure, resource guide for vocational educators and planners, manual on vocational counseling for displaced homemakers, and promotional leaflet. Stimulation of service delivery through person-to-person encounters is discussed in terms of five regional meetings for vocational educators and other service deliverers and a national conference of service clubs and women's organizations. Activities are summarized that served as outreach mechanisms to displaced homemakers and employers, specifically the three public service announcements and their distribution. Appendixes, amounting to approximately one-half of the report, include brochures, correspondence, agendas, and scripts of the public service announcements. (YLB)

ED 212 897 CE 031 523

Borthwick, Thomas H.

Some of the Significant Factors That Affect Participation of the Older Person in Lifelong Learning Programs. A Report Presented to the Faculty of the School of Education, San Diego State University.

Pub Date—Jul 81

Note—54p.

Pub Type—Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Education, *Adult Programs, *Lifelong Learning, Literature Reviews, *Older Adults, Participant Characteristics, *Participation The literature was studied to investigate some of the significant factors that affect participation of the non-institutionalized older person in lifelong learning programs. Sources were fairly recent (1975-80) abstracts, journals, textbooks, ERIC documents, and SCAN (The Social Gerontology Resource Center). The age-span under consideration was age 65 and over. Focuses of the literature review were economic and geographic background; educational gerontology; the learning environment; physical, physiological, and psychological characteristics; and sociological and cultural profiles. Reasons for low level participation of the older person were cost, inconvenience, transportation problems, attitudes toward self and educational institutions, and anxiety over negative attitudes of faculty and other students. It was recommended that tasks should be eliminated or minimized that relate to functions that decline with age, the university should involve older persons in education, and a theory of learning needs to be developed from the older learner's perspective. (In addition to a 10-page bibliography, statistics are appended that relate to participation in adult education, 1969-75.) (YLB)

ED 212 898 CE 031 525

Freda, Jon S. Shields, Joyce L.

An Investigation of the Adoption Process in Training Technology Transfer.

Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.

Report No.—ARI-RR-448

Pub Date—Jun 80

Note—62p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Adoption (Ideas), Attitude Change, *Attitudes, *Educational Research, *Information Sources, Military Training, Questionnaires, Research Utilization, *Technology Transfer, Transfer of Training, *Use Studies

Identifiers—Army, Training Extension Course

A study investigated the influence of users' attitudes and sources of information on their adoption of a training research project. A two-part questionnaire was administered to 111 Army participants attending TRADOC/FORSOM Training and Evaluation Workshops to gather attitudinal and usage information relating to the adoption of the Training Extension Course (TEC) program by unit training managers. Sources of TEC-related information were matched with the awareness, acceptance, and utilization stages of the adoption process to gain an understanding of the dissemination activity within training technology transfer. Two major findings emerged. The acceptance (persuade stage) of the TEC program was influenced primarily by internal sources of information, while the initial awareness (inform stage) and later utilization of TEC were influenced by internal and external sources. Prior familiarity with TEC predicted TEC usage better than did attitudinal measures (for this particular sample). However, familiarity alone did not insure extensive TEC usage, since about half of those previously familiar with TEC did not use it. Findings suggested that periodic scheduled TEC assessments might increase TEC use and that job performance data should continue to be collected for evaluating TEC utilization. (The questionnaire is appended.) (YLB)

ED 212 899 CE 031 526

Jalowsky, Toby D. And Others

Arizona Business Occupations, Competency-Based Curriculum Guide.

Arizona State Dept. of Education, Phoenix.

Pub Date—Aug 81

Note—723p; For a related document see ED 193 500.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF04/PC29 Plus Postage.

Descriptors—Accounting, *Articulation (Education), Behavioral Objectives, Business Administration, *Business Education, *Business Skills, Clerical Occupations, Competence, *Competency Based Education, Curriculum Guides, Data Processing Occupations, Education Work Relationship, High Schools, Learning Activities, Learning Modules, *Minimum Competencies, Occupational Clusters, *Office Occupations Education, Postsecondary Education, Recordkeeping, Secretaries, Teaching Methods, Test Items, Vocational Education

This competency-based curriculum guide to business occupations was designed to improve the articulation in business education programs among high schools, between high schools and postsecondary institutions, and between schools and the business community in Arizona. The teaching units are to be used to develop skills in areas identified by employers as necessary for entry-level positions. The curriculum guide contains 21 modules of instruction, grouped under the three general career clusters of accounting/data processing, administrative support/clerical-secretarial, and pre-professional/managers. Subjects covered in the modules are accounting; applying for a job; business law; business math/machines; business organization/management; cooperative office education; communication arts; data/information processing; energy conservation; national student office organizations; competitions; human relations; machine dictation/transcription; mail processing; record keeping; records management; reference sources; reprographics/duplicating; shorthand; telephone techniques; typing; and word/information processing. Each unit contains an overview of the levels of competency to be achieved, competency goals and performance objectives, course outline, learning activities, teaching suggestions, test items, student

competency profile, and certificate of competency (suitable for reproduction). (KC)

ED 212 900 CE 031 533

McGrew, Lee

Adult College Career Employment Support Services: ACCESS, Emeritus Career and Vocational Exploration.

Pub Date—82

Note—16p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Counseling, Adult Education, Career Counseling, *Career Exploration, Course Descriptions, Educational Needs, Employment Interviews, *Employment Potential, Employment Practices, Employment Services, Higher Education, Individual Needs, Job Search Methods, Job Skills, *Minicourses, Needs Assessment, *Older Adults, Self Evaluation (Individuals)

Identifiers—*Adult College Career Employment Support Services

A part of the Adult College Career Employment Support Services (ACCESS), the minicourse entitled Emeritus Career and Vocational Exploration has been designed to facilitate the entry or reentry of older persons into the work force as paid or volunteer workers. Organized into two four-week modules, the course offers participants assistance in self-assessment and development of self-merchandising and job search skills. In the modules, participants complete self-assessment inventories to evaluate their ability, skills, education, experience, and life situations. Also explored are national and local employment problems and opportunities and current part-time and full-time employment practices (including flextime, compressed work weeks, job sharing, phased retirement, job redesign, sabbaticals, job reassignment, self-employment, and volunteer opportunities). After completing these self-assessment and exploratory activities, participants develop a portfolio that includes a resume, exhibits, references, and other self-merchandising instruments. (MN)

ED 212 901

CE 031 534

Conover, Hobart H., Ed.

Administration and Supervision in Business Education.

National Business Education Association, Reston, Va.

Pub Date—78

Note—262p.

Available from—National Business Education Association, 1914 Association Dr., Reston, VA 22091 (\$8.50).

Pub Type—Guides - Classroom - Learner (051) - Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Administrator Education, Administrator Evaluation, Administrator Guides, Administrator Responsibility, Articulation (Education), *Business Education, Career Education, Curriculum Development, *Educational Administration, Educational History, *Educational Philosophy, *Educational Practices, Educational Research, Federal Legislation, Guidelines, Higher Education, Instructional Materials, Interpersonal Competence, Leadership, Postsecondary Education, *Program Administration, Program Development, Secondary Education, Staff Development, Supervisory Methods, Teacher Education, Teaching Methods

Intended as a reference book for students and practitioners who are concerned with present and future problems of administering and supervising vocational education at the secondary and collegiate levels, this volume may also serve as a textbook in graduate courses dealing with administration and supervision in business education. Discussed first are the history of business education and the development of administration and supervision; tenets of educational administration; social, economic, and demographic forces affecting business education; business education for target groups; administration in junior high, secondary, and postsecondary schools; administration of leader preparatory programs in business education; research activities essential to program development; and federal responsibility affecting business education. Various administrative and supervisory responsibilities are covered, including staff selection, growth, and evaluation; human skills and group dynamics; the administrator as a leader/facilitator; planning and reporting functions; curriculum development re-

sponsibilities; and evaluating administrator effectiveness. Addressed next are the following current practices in business education administration: selection of business education supervisors/administrators; responsibilities of national, state, and local administrators of business education; and responsibilities of administrators at the junior high, secondary, postsecondary and independent business school. (MN)

ED 212 902

CE 031 536

Women, Work and Welfare. The Final Report of the Work Opportunities Committee.

Maine State Dept. of Human Services, Augusta. Spons. Agency—Ford Foundation, New York, N.Y.; National Governors' Association, Washington, D.C.

Pub Date—Sep 81

Note—147p.

Pub Type—Opinion Papers (120) - Reports - Evaluative (142)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Coordination, Economic Development, Educational Cooperation, Educational Finance, Educational Needs, Educational Opportunities, Employment Opportunities, Employment Patterns, *Employment Programs, Federal Legislation, *Females, Financial Support, Investment, Job Development, *Job Training, Needs Assessment, Program Costs, Program Development, *Program Effectiveness, Program Improvement, Salary Wage Differentials, Sex Discrimination, State Programs, Statewide Planning, Welfare Agencies, Welfare Recipients, *Welfare Services

Identifiers—*Aid to Families with Dependent Children, *Maine

A committee examined the number, type, and quality of work and training opportunities available for heads of households under Maine's Aid to Families with Dependent Children (AFDC) Program and suggested ways to improve them. Comprised of such representatives of the private and public sectors as employers, AFDC recipients, welfare advocates, community based organizations, and members of state departments and agencies, the committee held meetings focusing on the following areas: availability training; AFDC recipient perspectives; employer attitudes; social service and employment and training staff perspectives; cooperative organizations as income saving and producing ventures for AFDC recipients; identifying areas of need for job and economic development efforts, and potential strategies to improve existing programs. After examining these issues, the committee formulated a number of recommendations pertaining to reallocation of resources toward creating employment and training opportunities for those who are able to work. Included among the recommendations were calls for additional income assistance, employment and training, education, job creation, and economic development programs as well as establishment of formal linkages among such programs serving AFDC recipients. (MN)

ED 212 903

CE 031 539

Bortin, Barbara. And Others

Did Career Education Help? A Follow-Up Study of Milwaukee High School Career Specialty Graduates.

Pub Date—82

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).

Pub Type—Reports - Research (143) - Speeches - Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Career Education, Educational Attainment, *Education Work Relationship, Employment Patterns, Followup Studies, Graduate Surveys, *High School Graduates, Longitudinal Studies, *Outcomes of Education, Participant Characteristics, *Participant Satisfaction, Participation, Program Development, *Program Effectiveness, Program Improvement, Secondary Education, Student Attitudes, Student Educational Objectives

Identifiers—*Milwaukee Public Schools WI

A followup study assessed the effectiveness of the Milwaukee public high school career specialty programs. A total of 160 program graduates completed surveys in the first, second, and fifth years following high school graduation. Included in the survey were multiple-choice questions pertaining to current educational and employment status, the relationship of graduates' jobs to career specialty training, and the

effectiveness of the career specialty in preparing them for continuing education and employment as well as three open-ended questions inviting comments on change of plans related to program participation, the effects of program participation on the job application process, and changes needed in career specialty programs. Of those surveyed, 63 percent were continuing their education, over two-thirds were in their high school specialty field, and 68 percent were employed. While almost all respondents found the career specialty programs extremely helpful, some graduates expressed comments resulting in changes in the career specialty programs. Among those changes effected in current programs as a result of the survey were the following: development of a new dance-related career choice, revisions in existing curricula in various health and business areas, and expansion of data processing specialty programs. (MN)

ED 212 904

CE 031 540

Ockerman-Garza, Janet. And Others

Developing a Cooperative Postsecondary Model for Increasing Employability of Economically Disadvantaged Groups.

Pub Date—Mar 82

Note—49p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 1982).

Pub Type—Reports - Research (143) - Speeches - Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Associate Degrees, Blacks, Case Studies, Comparative Analysis, *Cooperative Programs, Disadvantaged, *Economically Disadvantaged, Education Work Relationship, Employer Attitudes, *Employment Potential, Females, Higher Education, Job Placement, *Job Skills, *Models, Outcomes of Education, Postsecondary Education, Program Design, Program Development, Program Effectiveness, *Program Improvement, Urban Studies

Identifiers—Comprehensive Employment and Training Act, Georgia State University

An analysis was made of the case histories of two Georgia State University (GSU) "cooperative models" for the delivery of career education and formal academic services to economically disadvantaged groups. One of the models served primarily black, primarily female Comprehensive Employment and Training Act (CETA) participants by providing a link between college and CETA to enroll the 18-19-year-old participants in an Associate of Science degree in Urban Life. The other model provided short-term training in job skills for CETA-eligible black female heads of household between the ages of 17 and 58. Information gained from these projects and from data collected through a recent GSU survey of 300 central business district employers in Atlanta was used to identify six problems relevant to the development of such cooperative models. These problems were (1) public sector versus private sector placement of students; (2) incompatible CETA systems and conflicting regulations; (3) lack of coordination among employment and training systems; (4) problems of the block grant approach in an urban environment; (5) undesirability of public employment service clients as perceived by central business district employers; and (6) lack of research concerning postsecondary involvement in cooperative models linking education and work. Specific recommendations to address these problems were made; among them is a cooperative model with an expanded role for the postsecondary education provider that includes a "mediating" or "brokering" role supplementing a formal training role. (Author/KC)

ED 212 905

CE 031 542

Wolfe, Mary L. Sands, Rosetta F.

A Comparison of the Performance of Registered Nurse Students in Flexible and Traditional Clinical Courses.

Pub Date—Oct 81

Note—15p.; Paper presented at the Annual Conference of the Evaluation Network/Evaluation Research Society (Austin, TX, October 1981).

Pub Type—Reports - Research (143) - Speeches - Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Clinical Teaching (Health Professions), Course Organization, Educational Methods, *Flexible Scheduling, Higher Education, *Instructional Innovation, Nontraditional Education, *Nursing Education, *Outcomes of Education

tion, Program Effectiveness, Reentry Students, *Teaching Methods
Identifiers—University of Maryland Baltimore

An experiment was conducted at the University of Maryland at Baltimore to determine if performance would differ for registered nurses enrolled in a baccalaureate program in nursing depending on whether they participated in a flexible clinical scheduling (FLEX) program or in the traditional (non-FLEX) program. Fifty-four students took part in the study, with 18 students enrolled in the FLEX program and the remainder in the traditional program. The clinical course format consisted of the following activities in which all 54 students participated: large group lectures, clinical conferences, and student-teacher conferences. Students in both programs spent 13 hours in the clinical work setting each week providing nursing care to selected clients. At the end of each week, the students submitted nursing process records on each client to the instructor responsible for the evaluation of their clinical achievement. Records were checked by instructors and returned to students to guide their performance. The crucial variable distinguishing students in the FLEX program from those in the non-FLEX program was the absence of an instructor in the clinical setting. Students were evaluated at the end of the 12-week clinical experience using the Clinical Evaluation Tool. A regression factorial analysis of variance was performed on the data gathered by these evaluations. Results showed no significant difference between the clinical achievement scores of FLEX and non-FLEX students. Although these results replicated those of an earlier similar study, caution is urged and further study with a wider sample recommended before implementation of such a program on a wider scale. (KC)

ED 212 906 CE 031 543
 Shann, Mary H.

Career Plans of Men and Women in Gender Dominant Professions.

Pub Date—Mar 82

Note—25p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 1982).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Career Development, Career Planning, Child Rearing, *Females, Graduate Students, Higher Education, *Males, *Nontraditional Occupations, Occupational Aspiration, Promotion (Occupational), *Role Conflict, Role Models, Role Perception, Sex Role, Student Attitudes, Vocational Interests, *Work Attitudes

Sex differences in the career plans of 601 men and women completing graduate training in the male-dominated professions of business, law, and medicine and the female-dominated professions of education, nursing, and social work were studied. Content analysis was performed to determine the continuity, specificity, ambition, and accommodation of family responsibilities reflected in plans for 2-, 5-, 10-, and 20-year points. Chi square analyses showed clear patterns of sex differences in the feminine professions. For example, most women in education and social work expressed less ambitious plans for management careers and career success than their male colleagues. Except for child care, the plans of women in male-dominated groups were not significantly different from those of male colleagues. (Many women projected combining child care and careers at the five- and ten-year points, but no males mentioned this possibility.) It was suggested that more role models should be made visible to both men and women, rather than the stereotypically narrow choices now available. (Author/KC)

ED 212 907 CE 031 544
 Block, Andrew S.

Methodological Issues of Role Delineation for Professional Credentialing. The Pre-eminence of Political Realities over Technical Considerations in the Role Delineation Process.

Pub Date—82

Note—15p.; Paper presented at the Annual Convention of the American Educational Research Association (New York, NY, March 19-23, 1982).

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Allied Health Occupations Education, *Allied Health Personnel, *Certification, Competence, Criteria, *Job Skills, Research Identifiers—Respiratory Therapists, Respiratory Therapy, *Role Delineation

The value of a role in a profession is often tied to demand for and supply of practitioners in this role. Since a profession may seek to sustain its role's value by influencing supply of recognized practitioners, the National Commission for Health Certifying Agencies has included in its membership criteria a requirement for administrative independence between credentialing agencies and their related professional associations. Some roles are born of a clearly defined need; others evolve through a more complex sequence of events. After identifying some common, distinguishing traits among themselves, a group names these traits and establishes a set of membership criteria that may eventually replace the traits as distinguishing characteristics. Some individuals with the original traits may be excluded and form a second group. The two groups may be rejoined, and through role delineation the two levels of practitioners with the same performance characteristics may merge. The profession of respiratory therapy has followed this evaluation pattern. Role delineation efforts recommended that Certified Respiratory Therapy Technicians and Registered Respiratory Therapists be combined into one entry-level generalist position. Impact of conclusions of a role delineation must, however, be considered, especially regarding practicality of implementing a new or revised role in a profession. (YLB)

ED 212 908 CE 031 554
 Steward, Jim

Farm Business Management, Volume II. Vocational Agricultural Education.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Pub Date—81

Note—579p.; For a related document see ED 182 417.

Available from—Oklahoma State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1515 West 6th Ave., Stillwater, OK 74074 (In-state prices: Teacher—\$12.00, Student—\$10.00; out-of-state prices: Teacher—\$20.00, Student—\$16.70).

Pub Type—Guides—Classroom—Teacher (052)

EDRS Price—MF03 Plus Postage. PC Not Available from EDRS.

Descriptors—*Adult Farmer Education, Agricultural Education, Agricultural Machinery, Agricultural Occupations, Agricultural Production, Behavioral Objectives, *Budgeting, Capital, Curriculum Guides, Economics, *Farm Accounts, Farmers, *Farm Management, Learning Activities, *Marketing, *Recordkeeping, Taxes, Tests, Vocational Education, Young Farmer Education

Identifiers—*Income Taxes, Oklahoma

Designed to provide an advanced core of instruction in teaching farm business management, this curriculum guide for year 2 is intended for use as an adult program of instruction for a three-year period together with Farm Business Management I and III. (Volume I is available separately. See note.) The ten instructional units are presented in a format that includes eight basic components: performance objectives, suggested activities for teacher, information sheets, assignment sheets, transparency masters, tests, and answers to tests and assignment sheets. These units of instruction are contained in this volume: Income Tax Forms, Net Worth Statements, Income Statements; Whole Farm and Detailed Enterprise Analysis; General Marketing and Forward Contracts; Hedging; Capital Budgeting; Machinery Economics; Income Tax Management; and Year-End Closing and Accuracy Check of Records. (YLB)

ED 212 909 CE 031 557
 Rogers, Helen W. And Others

Practical Nursing, Volume I. Health Occupations Education.

Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Pub Date—81

Note—1,898p.

Available from—Oklahoma State Board of Vocational and Technical Education, Curriculum and

Instructional Materials Center, 1515 W. 6th Ave., Stillwater, OK 74074 (In-state prices: Teacher, \$17.00; Student, \$15.50. Out-of-state prices: Teacher, \$25.00; Student, \$21.50).

Pub Type—Guides—Classroom—Teacher (052)

EDRS Price—MF16 Plus Postage. PC Not Available from EDRS.

Descriptors—Allied Health Occupations Education, Behavioral Objectives, Cardiovascular System, Curriculum Guides, Learning Activities, *Medical Services, Nurses, *Nutrition, Patients, *Practical Nursing, Reproduction (Biology), Tests, Transparencies, Units of Study Identifiers—Digestive System, Endocrine System, Hematology, Muscular System, Nervous System, Respiratory System, Skin, Urology

This curriculum guide provides teachers with up-to-date information and skill-related applications needed by the practical nurse. The volume contains three sections and 24 instructional units: Personal Vocational Relationships (6 units), Nutrition (3 units), and Basic Nursing Principles and Applied Skills (15 units covering such topics as microbiology, bacteriology, and medical asepsis; infectious disease control and isolation techniques; patient's environment; initial patient assessment and documentation; integumentary system and patient cleanliness; musculoskeletal system and patient movement; digestive system and metabolism; circulatory system and vital signs; hematology; respiratory system and ventilation; urinary system and fluid balance; nervous system and special senses; endocrine system; and reproductive system). Each unit of instruction is presented in a format that includes eight basic components: performance objectives, suggested activities for the teacher, information sheets, assignments sheets, job sheets, transparency masters, tests, and answers to tests and assignment sheets. (YLB)

ED 212 910 CE 031 560
 Vocational Cooperative Education Handbook.

Western Michigan Univ., Kalamazoo. Dept. of Distributive Education.

Spons. Agency—Michigan State Dept. of Education, Lansing. Vocational-Technical Education Service.

Pub Date—Nov 81

Note—232p.

Available from—Michigan Vocational Education Resource Center, 133 Erickson Hall, Michigan State University, East Lansing, MI 48824.

Pub Type—Guides—Non-Classroom (055)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Administrator Guides, Behavioral Objectives, *Cooperative Education, Educational Resources, Education Work Relationship, Federal Legislation, Guidelines, Learning Activities, Professional Development, *Program Development, *Program Implementation, Public Relations, School Business Relationship, Secondary Education, State Legislation, *State Programs, State Standards, Statewide Planning, *Vocational Education Identifiers—Michigan

As part of the Cooperative Vocational Professional Development and Training Project, this handbook has been developed to help vocational cooperative education coordinators in Michigan to cope with new and expanding work programs in the community, and new and expanding federal and state laws, rules, and regulations. Following an introduction to the Project and a rationale for this guide, the manual is organized in eight units. The first unit contains the five duties of a cooperative vocational education coordinator; for each duty there is a list of tasks for coordinators. These duties and tasks are covered in units 2-7: coordination, professional development, guidance, administration, public relations, and program guidelines. Each task is outlined on a separate sheet which provides the duty, the task, a narrative description of the task, achievement indicators, criteria for competence, and forms and resources required. Forms are supplied where needed. Following the six duty units, the manual contains a glossary and a unit on resources such as agencies, literature, state laws and regulations, and federal legislation. Appendices to the guide contain cooperative education coordinator surveys, employer surveys, and questionnaires. The manual is in loose-leaf format for easy use. It is expected that the guide will be helpful for the professional development and the day-to-day activities of vocational cooperative education coordinators. (KC)

ED 212 911 CE 031 584

Selected Abstracts from ERIC. Resources in Vocational Education. Volume 14, Number 5, 1981-1982.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.

Bureau No.—051MH10012

Pub Date—81

Contract—300-78-0032

Note—127p.

Journal Cit—Resources in Vocational Education;

v14 n5 1981-82

Pub Type—Collected Works - Serials (022) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Abstracts, Access to Education, Adult Vocational Education, Agricultural Education, Business Education, Career Education, Competency Based Education, Curriculum Development, Demonstration Programs, Disabilities, Educational Development, Educational Planning, *Educational Research, *Educational Resources, Females, Information Dissemination, Job Skills, Postsecondary Education, Program Development, Program Implementation, Secondary Education, *Vocational Education

Identifiers—ERIC Clearinghouse on Adult Career Vocational Educ, *Resources in Education

This issue contains approximately 250 abstracts selected from the ERIC Clearinghouse on Adult, Career, and Vocational Education related to vocational and technical education research and development from the June through November 1980

Resources in Education. Abstracts, ordered by ED number, may include some or all of the following information: author, title, originating organization, sponsoring agency, report number, date published, descriptive note, contract or grant number, alternative source of obtaining documents, publication type, descriptors, identifiers, and abstract. Following the document resume section are three indexes: subject, author, and institution. (YLB)

ED 212 912 CE 031 585

Curriculum Resources. Resources in Vocational Education. Volume 14, Number 6, 1981-82.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.

Bureau No.—051MH10012

Pub Date—81

Contract—300-78-0032

Note—229p.

Journal Cit—Resources in Vocational Education;

v14 n6 1981-82

Pub Type—Collected Works - Serials (022) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Abstracts, Agricultural Education, Allied Health Occupations Education, Autoinstructional Aids, Auto Mechanics, Building Trades, Business Education, *Career Education, Competency Based Education, Competency Based Teacher Education, Cooperative Education, *Curriculum, Curriculum Development, Disadvantaged, Distributive Education, Electric Circuits, Electricity, Electromechanical Technology, Electronics, Equipment Maintenance, Home Economics, *Individualized Instruction, *Instructional Materials, Postsecondary Education, Secondary Education, Technical Education, Trade and Industrial Education, *Vocational Education

Identifiers—ERIC Clearinghouse on Adult Career Vocational Educ

This issue contains over 300 abstracts selected from the ERIC Clearinghouse on Adult, Career, and Vocational Education related to vocational and technical education curriculum products from the June 1980 through June 1981

Resources in Education. Abstracts, ordered by ED number, may include some or all of the following information: author, title, originating organization, sponsoring agency, report number, date published, descriptive note, contract or grant number, alternative source for obtaining documents, publication type, descriptors, identifiers, and abstract. Following the document resume section are three indexes: subject, author, and institution. Other components of this issue include listings of the six curriculum coordination centers and publications produced by the centers, descriptions of curriculum centers and laboratories throughout the country, and a listing of

curriculum-related organizations at the national level. A listing of sources of audiovisual information and materials and a brief bibliography of curriculum publications available from federal agencies are also provided. (YLB)

ED 212 913 CE 031 605

Harrison, Kenneth M. And Others

Agricultural Pesticides: An Instructional Unit for Teachers of Adult Vocational Education in Agriculture.

Kentucky Univ., Lexington. Div. of Vocational Education.

Spons Agency—Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Pub Date—81

Note—132p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Accident Prevention, Adult Education, *Adult Farmer Education, *Agricultural Education, Agricultural Production, Agricultural Supplies, Behavioral Objectives, Continuing Education, Disease Control, Educational Resources, Health, Learning Activities, Learning Modules, Lesson Plans, *Pesticides, Postsecondary Education, Rats, *Safety, *Vocational Education, *Young Farmer Education

This unit was developed as a guide for use by Kentucky teachers in planning and conducting young farmer/adult farmer classes in the use of agricultural pesticides. The unit contains seven lessons covering the following topics: understanding the importance of agricultural pesticides; using and handling agricultural pesticides safely; developing a comprehensive pest control program; and using herbicides, insecticides, fungicides, and miscellaneous pesticides. The lesson format was designed to assist teachers in using problem-solving techniques and the discussion method. Each lesson contains an objective, problem and analysis, outline of content, and suggestions for teaching the lesson, including enrichment activities and resources. Transparency masters are contained in each lesson, and a list of resources to be used with the unit is included in the package. (KC)

ED 212 914 CE 031 606

Butler, Martha A. Dickens, John W.

Caring for an Established Lawn. An Instructional Unit for Teachers of Adult Vocational Education in Agriculture.

Kentucky Univ., Lexington. Div. of Vocational Education.

Spons Agency—Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Pub Date—81

Note—50p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Education, Adult Farmer Education, *Agricultural Education, Behavioral Objectives, Continuing Education, Educational Resources, Horticulture, Learning Activities, Learning Modules, *Lesson Plans, *Ornamental Horticulture, Postsecondary Education, *Turf Management, Vocational Education, Young Farmer Education

This unit was developed as a guide for use by Kentucky teachers in planning and conducting adult classes in lawn care. Although primarily intended for use by horticulture instructors, the material could be used with young farmers and/or adult farmers and their spouses. The unit contains four lessons covering the following topics: conducting cultural practices for an established lawn; fertilizing and liming an established lawn; correcting common established lawn problems; and renovating an established lawn. The lesson format was designed to assist teachers in using problem-solving techniques and the discussion method. Each lesson contains an objective, problem and analysis, outline of content, and suggestions for teaching the lesson, including enrichment activities, suggested materials, and suggested resource persons. Transparency and hand-out masters are contained in each lesson, and a list of references to be used with the unit is included in the package. (KC)

ED 212 915 CE 031 646

Peace Corps 5th Annual Report.

Peace Corps, Washington, D.C.

Pub Date—30 Jun 66

Note—88p.; For related documents see ED 028 368, ED 132 308, and ED 209 548-558.

Pub Type—Collected Works - Serials (022) — Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Agriculture, Annual Reports, *Community Development, Cooperative Programs, Coordination, *Developing Nations, *Economic Development, Education, Federal Programs, *International Programs, *Program Descriptions, Public Health, Socioeconomic Influences, Technical Assistance, *Voluntary Agencies, Volunteers, Volunteer Training

Identifiers—*Peace Corps, United States

Projects, operations, and future plans are covered in this annual report for the fifth year of the Peace Corps. An introduction overviews past and future activities of the Peace Corps and its volunteers. Section 2 reviews the year 1966 and covers these topics: the new director, Jack Vaughn; countries in which new programs were begun; the Cornell/Peru Report on Peace Corps impact; Peace Corps training; long-range planning; and recruiting. A case study of the Peace Corps program in Niger is presented in the next section to describe failure that is now flourishing after four years. Section 4 is a 24-page pictorial history of the first five years of the Peace Corps. Section 5 summarizes in tables and graphs statistics on the first five years of the Peace Corps and trends for the future, including volunteer assignments by skills; origins and destinations of volunteers; regional maps with tables and graph for Africa, Latin America, North Africa/Near East/South Asia, and East Asia/Pacific; and costs. The report concludes with information on impact at home of the returning volunteer. Five personal vignettes are provided. (YLB)

CG

ED 212 916 CG 015 589

Soares, Louise M. Soares, Anthony T.

The Factor Differential in Self-Concept Analysis.

Pub Date—May 81

Note—11p.; Paper presented at the Annual Conference of the New England Educational Research Organization (Lenox, MA, April 29-May 1, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Affective Measures, *Age Differences, Child Development, Elementary Secondary Education, *Personality Traits, *Self Concept, *Self Concept Measures, Self Evaluation (Individuals), Social Cognition, Students

Identifiers—*Nomological Network

Nomological studies have most often been conducted between networks rather than within networks of variables. To continue the series of within-network nomological research into the construct of self-concept, different self-scales descriptive of academic settings were completed by 1,852 students in grades one through twelve. The students seemed fairly discriminating about the pictures they held of themselves in various contexts, although older students had shaped their self concepts more distinctly. The results continue to suggest a theoretical framework for the construct of self, which is neither unitary nor hierarchical, but rather multidimensional in an individualized patterning of experience with the possibility of earlier self-conceptualization than previously evidenced. (Author/JAC)

ED 212 917 CG 015 655

Valasek, Diana L.

Predicting Retirement Satisfaction Using a Multifaceted Questionnaire.

Pub Date—Aug 81

Note—50p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).

Available from—Diana L. Valasek, Department of Psychology, The University of Akron, Akron, OH 44325.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

30 Document Resumes

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Gerontology, "Individual Characteristics," Life Satisfaction, Morale, "Older Adults," Predictor Variables, Quality of Life, Questionnaires, "Retirement," Values

Some individuals adjust well to retirement despite few material possessions and health deterioration, while others have many possessions and good health and are still unhappy. To determine the factors that influence an older adult's satisfaction with retirement, a measure of an individual's status was developed, and the resulting questionnaire was administered to 98 retirees. The retirees' activities were examined in relation to value orientation, health, and social activities. Those satisfied with their health had better health and experienced more positive feelings. Satisfaction was multi-faceted; the more satisfied individual was the person who was adapting and had possibly adapted well throughout life. Those over 75, perhaps feeling the effects of aging more severely, were generally less satisfied. (A copy of the Individual Status Assessment Questionnaire is appended.) (Author/JAC)

ED 212 918 CG 015 656

Lott, Bernice And Others

Assessment of Sexual Harassment within the University of Rhode Island Community.

Rhode Island Univ., Kingston.

Pub Date—Aug 80

Note—60p; Paper presented at the Annual Conference of the Association for Women in Psychology (8th, Boston, MA, March 5-8, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Age Differences, "Aggression, Attitude Measures," College Environment, College Students, Higher Education, "Interpersonal Relationship," "Rape," "Sex Differences, Sexuality, Student Attitudes," "Victims of Crime Identifiers—Sexual Harassment

In 1979, reports of sexual harassment and accusations of sexual assault at the University of Rhode Island led to the formation of a Sexual Harassment Committee. One of the tasks undertaken by a subgroup of this committee was a survey of the university community to identify actual experiences of and the attitudes of student and staff toward sexual harassment. From 927 responses, 172 individuals cited cases of sexual harassment which had happened to someone they knew. Of the 55 reported cases of personal sexual assaults, 95% were experienced by women, mostly undergraduates. Men were more tolerant than women of sexual harassment. In general, younger persons were more accepting than older persons. Many persons believed such behavior was "a part of life." (The appendices contain the survey instrument and the transcript of an act relating to rape and seduction developed by the state of Rhode Island General Assembly.) (Author/JAC)

ED 212 919 CG 015 712

Fox, David B.

Academic Credit for Experiential Learning in Psychology: Learning Through Doing.

Pub Date—Aug 81

Note—33p; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Advanced Placement, "Behavioral Sciences," College Credits, Course Descriptions, Employment Experience, "Experiential Learning, Higher Education, Human Relations Programs, "Portfolios (Background Materials), "Prior Learning, Professional Education, Psychology

This paper describes the College of Professional Studies at the University of San Francisco, which emphasizes the integration of classroom and experiential learning. The Human Relations and Organizational Behavior program, a behavioral science approach to human resource management which uses an applied psychology curriculum, is described in detail in Appendix A. The process by which students petition through the University Assessment Center for experiential learning credit acquired prior to admission is detailed. The Prior Learning Portfolio, in which students demonstrate and document the equivalent of college level learning gained through experience is described. Course instructions for constructing the portfolio, the competence

statements, and experiential learning essays by which learning is evaluated are explained. Conceptual models used in the course and a sample competence statement and learning essay are provided. The controversy involved in granting academic credit for experiential learning is considered; quality control issues are enumerated and explained. The rationale for granting experiential learning credit in psychology is included in Appendix B, along with sub-area competence requirements in observational interviewing, community involvement, personal/social adjustment, psychological counseling, group processes, drug education, humanistic psychology, child development, and developmental psychology. (NRB)

ED 212 920 CG 015 713

Miller, Richard L.

Anticipated Rewards vs. Dissonance Explanations of Interpersonal Attraction.

Human Resources Research Organization, Alexandria, Va.

Report No.—HumRRO-pp-5-81

Pub Date—Sep 81

Note—8p; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Ability, Adolescents, "Expectation, Females, Human Relations," Interaction, "Interpersonal Attraction," "Interpersonal Relationship," "Peer Evaluation, Problem Solving," Sociometric Techniques, Teamwork

In his discussion of interpersonal balance theory Heider postulated that unit relationships induce sentiment relationships. The relationship between anticipated interaction and interpersonal attraction was examined with female high school seniors (N=109) who read a description of a fictitious student and rated that student as someone they would like or dislike. Subjects were told that: (1) they would participate in a dyad to work on problem-solving tasks (work condition) or to discuss various topics (social condition); (2) the student they rated would or would not be their dyad partner; and (3) that student had a history of success or failure at the dyad task. Results showed significant main effects of anticipated interaction and of partners' ability. Subjects responded more favorably to partners with whom they anticipated interaction than to those with whom they did not anticipate interaction. Subjects also responded more favorably to partners with high ability than to partners with low ability. No main effect for type of task (work or social) was found. The findings tend to provide support for Heider's balance theory. (NRB)

ED 212 921 CG 015 714

O'Neil, James M. Conyne, Robert

Primary Prevention: Reducing Institutional Racism/Sexism Through Consultation. Case Study.

Pub Date—Aug 81

Note—30p; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).

Pub Type—Reports - Descriptive (141) — Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—"Attitude Change, Case Studies, Change Strategies, College Environment, "Consultation Programs, Counseling, Higher Education, "Intervention, "Prevention, Program Descriptions, "Racial Bias, Racial Discrimination, "Sex Bias

This paper presents a two-year primary prevention intervention aimed at reducing institutional racism and sexism at a large midwestern university. A case study format is used to describe the history, process, and outcomes of the consultation that resulted in proactive change in the institution. Definitions of primary prevention are given and the role of counseling psychology in primary prevention is discussed. Consultation is presented as a vehicle for primary prevention and positive institutional change; various consultation forms are outlined. The Consultcube model that encompasses the range of possible consultation activities is described; consultation hybrid models are presented in terms of their sensitivity to primary prevention work and to issues related to institutional racism and sexism. Definitions of institutional racism and sexism are followed by a discussion of the background of the

primary prevention consultation emphasizing the functions of the committee charged with investigating issues related to racism and sexism. Committee formation, process, and outcomes are described in detail and implications for further interventions by counseling psychologists in primary prevention are discussed. (NRB)

ED 212 922 CG 015 715

Simpson, Richard L.

Parents as Behavioral Change Agents: New Perspectives.

Pub Date—Aug 81

Note—34p; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).

Pub Type—Reports - General (140) — Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Behavior Change, "Behavior Modification, "Change Agents, Demonstrations (Educational), Elementary Secondary Education, Generalization, Modeling (Psychology), Models, "Operant Conditioning, Parent Child Relationship, Parent Influence, "Parent Role, "School Psychologists, "Training Methods

This paper presents a model for school psychologists to instruct parents in behavior modification procedures for use with their children. This model, designed for use by individuals who have a basic working knowledge of operant conditioning and applied behavior analysis procedures, consists of three training sessions which are outlined with procedural steps and specific activities. A sample plan sheet is provided which includes descriptions of: (1) the program; (2) the target behavior; (3) procedures prior to observation of target behavior; and (4) consequences to be applied when target behavior occurs. The use of modeling, demonstration, and monitoring techniques by trainers is recommended to aid parents in implementing procedures. Examples of specific situations in which behavior modification techniques can be used by parents to change their children's behavior are provided. Research is described which attempted to evaluate the influence of parent-applied treatment effects on other behaviors and across environments. The paper emphasizes that the success of the model is dependent on the skill of the school psychologist in translating behavioral tenets into functional procedures. (NRB)

ED 212 923 CG 015 716

Rosen, Aaron Mutschler, Elizabeth

Correspondence between Planned and Subsequent Use of Interventions in Treatment.

Pub Date—Aug 81

Note—19p; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adjustment (to Environment), Change Strategies, "Counseling Techniques, "Counselor Performance, Counselor Role, Counselors, Interpersonal Relationship, "Intervention, Marital Instability, Personality Problems, "Planning, "Problem Solving, "Psychotherapy

The multidimensional nature of counseling and psychotherapeutic treatment and the wide choice of intervention strategies underscore the desirability of conducting treatment according to preformulated treatment plans. The extent of correspondence between counselors' pretreatment plans for using each of 14 intervention strategies and their subsequent use in treatment was examined for a group of 6 counselors and 41 clients. Counselors completed a treatment plan for each of their clients, indicating the client's problems and the extent to which the counselor planned to use each of the 14 interventions for each problem in each of three phases of treatment. These ratings were then compared to counselors' post-treatment ratings of the extent of actual use. Results indicated that the extent of correspondence was moderated by the phase of treatment and by problem area. High correspondence was found for the initial and last phases of treatment, and for working on personal and situational client problems, as distinct from interpersonal and marital problems. Of the 14 intervention strategies whose extent of use was rated by counselors before and after treatment, half evidenced high corre-

spendence. The findings suggest that neither the substantive nature of the strategy nor the extent of its overall use in treatment seem related to correspondence. (Author/NRB)

ED 212 924 CG 015 717

Yogev, Sara Shadish, William, Jr.

The Impact of Gender Stereotypes on the Therapeutic Behavior of Beginning Psychotherapists.
Pub Date—Aug 81

Note—7p; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Androgyny, *Counselor Characteristics, *Counselor Client Relationship, Counselor Performance, Graduate Students, Higher Education, Intervention, *Performance Factors, *Physical Activity Level, Psychotherapy, *Sex Differences, *Sex Role, Sex Stereotypes

Feminist therapists' writings, while focusing on the needs of female clients, do not always consider the limitations of the therapist. Gender differences in beginning psychotherapists' behaviors and client interactions were investigated to determine the effect of sex-role stereotyping on therapeutic interactions and interventions. Verbatim transcripts of therapy sessions conducted by 28 graduate students in counseling psychology were rated for the therapist activity style. The ratings were done independently by a male and a female experienced therapist along 13 7-point rating scales, mostly taken from the original list of semantic-differential. The Bem Sex Role Inventory (BSRI) was completed by subjects to assess sex-role stereotyping. Significant correlations were found between femininity and androgyny scores on the BSRI and low ratings of therapist activity level. Masculinity scores on the BSRI were not strongly related to the activity level of the therapist. The findings suggest that, compared to beginning male therapists, beginning female therapists are less likely to be confident, directive and interpretive in therapeutic interactions, and more likely to behave in an unsure, weak, passive manner with their clients. (Author/NRB)

ED 212 925 CG 015 718

Zanna, Mark P.

On Confirming Others' Sex-Role Stereotypes.

Pub Date—Aug 81

Note—9p; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Conformity, *Congruence (Psychology), Evaluation, Expectation, *Females, *Interpersonal Attraction, Nontraditional Occupations, Personality Traits, Physical Characteristics, *Sex Role, *Sex Stereotypes

Identifiers—Self Presentations

Research studies concerned with sex-role stereotypes have noted that behavior is often shaped by expectations others hold about certain individuals. In one experiment, female undergraduates who expected to meet attractive desirable men portrayed themselves as more feminine and performed less intelligently on a bogus IQ test when they thought the man held conventional views of women. A follow-up study of this phenomenon indicated that female undergraduates applying for a Research Assistant position presented themselves in a more traditionally feminine manner when they believed that the male interviewer held traditional views of women. In a second follow-up study, male subjects watched a videotaped female job applicant present herself either in a stereotypically feminine or less traditional manner. Results indicated that, for traditionally female occupations, the feminine self-presentation was judged more positively; however, for traditionally male occupations, the less traditional presentation was judged more positively. The findings suggest that, although stereotypes may be maintained because they induce people to confirm them, women who wish to succeed in male-dominated occupations should abandon stereotypically feminine modes of self-presentation. (NRB)

ED 212 926

Horstmann, Nancy M.

Family Therapy with the Incestuous Family.

Pub Date—Aug 81

Note—20p; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).

Pub Type—Reports - General (140) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Change Strategies, *Family Counseling, Family Problems, Family Structure, Fathers, Interpersonal Competence, *Legal Problems, Marriage Counseling, *Mental Health, Models, *Parent Child Relationship, Parent Counseling, *Systems Approach

Identifiers—*Incest

This paper outlines a family systems model for treating incestuous families and discusses strategies for working effectively with families who remain intact after disclosure or who attempt to reunite after a separation. This systems model suggests that incest results not from intrapsychic problems of the victim or the offender, but from a pattern of dysfunctional relationships. The therapist's role is described as identifying and changing these dysfunctional patterns and helping the family develop new, healthy patterns of relating to one another. Subsystems which interact within the family are described and the hierarchical arrangement of these subsystems is examined. A generally accepted view of the incest family is outlined and translated into structural therapy terms. Specialized techniques and principles of a structural family model are offered to aid the therapist in helping the family alter and restructure dysfunctional parent-child and marital relationships. A discussion following the presentation of the model focuses on ways that the legal system conflicts with the treatment model. Suggestions from the mental health perspective are offered for ways in which the two systems can work together to serve the best interest of the child and the family. (NRB)

ED 212 927

Mulig, Joanne C. And Others

Relationships among Fear of Success, Fear of Failure, and Androgyny.

Pub Date—Apr 81

Note—9p; Paper presented at the Annual Meeting of the Eastern Psychological Association (52nd, New York, NY, April 22-25, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Androgyny, Anxiety, Correlation, *Failure, Fear, *Fear of Success, Motivation, *Personality Traits, *Sex Differences, *Sex Role, Young Adults

Research has reported relationships between fear of success and fear of failure and between fear of success and various sex-role identity factors. These relationships were examined for undergraduates (N=154) using the Fear of Success Scale (FOSS) to measure fear of success, the Debilitating Anxiety Scale (DAS) to measure fear of failure, and the Bem Sex Role Inventory (BSRI) to assess sex-role orientation. Results indicated a moderate correlation between FOSS and DAS scores, suggesting a relationship between fear of success and fear of failure. This relationship was stronger for females than for males. The findings suggest that fear of success is a sex-role related construct, while fear of failure is a gender-related construct. (Author/NRB)

ED 212 928

Fiene, Richard

Community Psychology's Search for a Viable Paradigm: Establishing an Ecologically Valid Intervention Research Base.

Pub Date—Jun 81

Note—15p; Paper presented at the Annual Convention of the Pennsylvania Psychological Association, Lancaster, PA, June 17-21, 1981.

Pub Type—Reports - General (140) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Programs, *Cost Effectiveness, *Day Care, *Ecological Factors, *Evaluation Criteria, Models, Program Effectiveness, Psychological Services, *Research Needs, Social Systems, *Systems Approach

Identifiers—*Community Psychology

This paper suggests that community psychology may be going through an identity crisis because of

CG 015 719

its lack of empirical demonstrations of community intervention effectiveness, and an ecologically valid intervention research base. Although the majority of research in community psychology has used an individualistic paradigm that conceptualizes problems at an ecological level, a paradigm shift is presented that emphasizes an ecological approach intervening at the natural social systems level. An evaluation of a community child care program incorporating the model is provided as well as the conceptual framework, technology, methodology, and beginning stages of an empirical base describing cost benefit and cost effectiveness equations generated from the ecological model. (Author/JAC)

ED 212 929

CG 015 723

Exemplary Vocational Guidance Projects in Virginia, 1980-81 Project Abstracts.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.

Pub Date—[81]

Note—42p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adult Counseling, *Career Counseling, *Demonstration Programs, *Disabilities, *Guidance, Information Sources, Methods, Objectives, Planning, Program Descriptions, *Program Development

Identifiers—*Virginia

This document contains abstracts from 28 exemplary vocational guidance and counseling projects funded in Virginia during the 1980-81 school year. Of the projects included, nine are designed to increase vocational guidance and counseling for adults, ten are developed to increase vocational guidance and counseling services for handicapped persons, seven are devoted to developing local career information materials, and two are designed to develop comprehensive vocational guidance and counseling plans. Each abstract contains the project's objectives, methodology, a summary of the projects' contribution to vocational guidance and counseling, and the name, address, institutional affiliation, and telephone number of the project director. These abstracts may be of use to initiators of similar programs. (Author/NRB)

ED 212 930

Singleton, Dorothy Kim

Counseling Approaches for Enhancing Self-Esteem of Minorities.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—82

Contract—400-78-0005

Note—46p.

Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109. (\$8.00).

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Reports - General (140) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Counseling Techniques, *Counselor Client Relationship, Counselor Performance, *Cultural Differences, Family Life, Individual Power, *Minority Groups, Perspective Taking, Psychotherapy, *Self Esteem, *Therapeutic Environment, Values

This monograph suggests various counseling techniques for enhancing the self-esteem of minorities. A frame of reference is presented for considering minority group self-esteem. Themes related to minority group perspectives and their existence in the writings of psychotherapists are reviewed. A section on cultural diversity discusses the family, religion, and value orientation as important factors in the counseling process. Theoretical orientations regarding love and choice as sources of power in human beings are described and the client's and counselor's humanness are emphasized, with implications for the counselor's behavior. Because counseling is perceived as an unfamiliar activity resembling a "forced friendship," the interview and techniques are considered within this context. The initial interview is discussed and issues such as seating arrangements, structuring, and names and titles of address are included. Suggestions for counseling improvement and guidelines for counselor behaviors are offered. (Author/NRB)

ED 212 931 CG 015 725

Smith, Caryl K. And Others
Broadening Career Options for Women.
ERIC Clearinghouse on Counseling and Personnel
Services, Ann Arbor, Mich.

Spons Agency—National Inst. of Education (ED),
Washington, D.C.

Pub Date—82

Contract—400-78-0005

Note—73p.

Available from—ERIC/CAPS, 2108 School of
Education, University of Michigan, Ann Arbor,
MI 48109 (\$9.00).

Pub Type—Reports - General (140) — Information
Analyses - ERIC Information Analysis Products
(071) — Reference Materials - Bibliographies
(131)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Attitude Change, Career Choice,
*Career Counseling, Coping, Counseling, Em-
ployed Women, Employment Patterns, *Females,
*Job Search Methods, Minority Groups, *Non-
traditional Occupations, *Self Actualization,
*Skill Development

This monograph is a revision of "Counseling
Women for Nontraditional Careers" (Smith, Smith,
and Stroup, 1977). This update reflects changes in
societal attitudes toward combined work and family
roles for women and toward women entering non-
traditional occupations. After reviewing the current
employment situation for women, five hypotheses
are offered as to why women may be underrep-
resented in some career areas and suggestions of spe-
cific strategies counselors might use to help women
resolve each of the five problem situations are made.
The strategies presented concentrate on: (1) skill
development; (2) career awareness; (3) self-aware-
ness; (4) job-seeking skills; and (5) coping skills. An
extensive resources section is provided to help
counselors implement the strategies, including
background information on the socialization of
women, women in the labor force, and minority
women and work. One section contains materials,
generally theoretically- or research-oriented, about
counseling women, while another section on career
programs describes programs for implementing
strategies to assist women. Career information
materials include books, films, posters, and other
resources for use in counseling, along with a list of
several resource organizations that can help counse-
lors keep abreast of new materials. (Author/NRB)

ED 212 932 CG 015 726

Fowler, Naomi

The Administration on Aging Ombudsman Devel-
opmental Specialist Program in Illinois as a
Means of Enhancing the Visibility of the Older
American.

Pub Date—Jul 81

Note—11p.; Paper presented at the Summer Con-
ference on Communication and Gerontology (Ed-
wardsville, IL, July 22-24, 1981).

Pub Type—Reports - Descriptive (141) — Reports -
Evaluative (142) — Speeches/Meeting Papers
(150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Employment Opportunities, *Help-
ing Relationship, *Nursing Homes, *Older
Adults, *Ombudsmen, Program Descriptions,
Program Evaluation, Quality of Life, Self Esteem,
*Staff Orientation, Therapeutic Environment,
Training Methods

This paper describes a Nursing Home Ombuds-
man Program, developed to provide employment for
the "unemployable" older adult, that hired 19
older adults to work 20 hours per week for a year,
providing friendly visits to senior residents living in
nursing homes and minimum outreach services to
community seniors. A two-week, eight-session
orientation program for the ombudsmen is outlined.
Inservice training including seminars, lectures,
films, and field trips that continued throughout the
program is delineated along with a description of
individual supervision by the program coordinator.
Results of opinionnaires completed at the end of the
year by nursing home staff members involved in the
program are presented, with evaluations of the om-
budsmen in terms of their sensitivity, concern, em-
pathy, communication skills, confidentiality, and
other characteristics important to the program. The
paper concludes with two observations about the
program, i.e., the ombudsmen's sense of personal
worth and involvement benefits from their employ-
ment, and their good or excellent ratings in the care
dimensions of a therapeutic relationship. (NRB)

ED 212 933 CG 015 727

Moch, Michael K. Seashore, Stanley

Norms Governing Corporate Behavior: An Alter-
native to Markets and to Administration.

Pub Date—Aug 81

Note—32p.; Paper presented at the Annual Con-
vention of the American Psychological Associa-
tion (89th, Los Angeles, CA, August 24-26,
1981).

Pub Type—Information Analyses (070) — Reports -
General (140) — Speeches/Meeting Papers
(150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Administration, Arbitration, Collec-
tive Bargaining, *Employer Employee Relation-
ship, *Government Role, *Industry, Labor
Legislation, *Labor Relations, Marketing, Organ-
izational Climate, *Power Structure, Problem
Solving, State of the Art Reviews, Unions

Changes in production systems have altered the
interdependence between workers and manage-
ment. New patterns of interdependence brought
new responses, e.g., workers formed unions, and
management turned to the human relations move-
ment to secure voluntary employee cooperation.
When voluntary compliance proved inadequate,
collective bargaining and arbitration emerged. In
the 1970's, low productivity spurred the quality of
work movement, an effort to move from coercion of
employees to employee cooperation. Parallel
changes in patterns of interdependence evolved be-
tween business and society. Similar to labor-man-
agement relations, new patterns of business-society
interdependence demonstrated the limits of volun-
tary cooperation and the necessity of coercion. Al-
though government maintained a third-party role in
labor-management disputes, it sought an advocacy
role on behalf of society in business-society dis-
putes. Federal regulations proliferated, and private
sector political involvement designed to protect
business interests grew accordingly. Now govern-
ment must maintain a third-party status in business-
society relations if it is to provide the framework for
accommodation. Private institutions, applying the
principles of collective bargaining, could be created
to manage business-society relations. Both business
and society must learn to exercise self-discipline
and "privatize" coercion when forming acceptable
norms of association without government interfe-
rence. (NRB)

ED 212 934 CG 015 728

Billings, Andrew G. And Others

Social Support and Well-Being: Research and
Implications for Prevention Programs.

Pub Date—Aug 81

Note—15p.; Paper presented at the Annual Con-
vention of the American Psychological Associa-
tion (89th, Los Angeles, CA, August 24-26,
1981).

Pub Type—Reports - Research (143) — Speeches/-
Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Coping, *Health, Helping Relation-
ship, Influences, Interaction, Models, *Perfor-
mance Factors, *Prevention, *Stress Variables,
*Well Being

Identifiers—*Social Support

This paper addresses the need for a more sys-
tematic framework for conceptualizing and evaluat-
ing the health-related effects of support. A
conceptual model of stress, support, and functioning
is presented which clarifies the direct, interactive,
and indirect effects of social support. Several paths
representing relationships among life stressors, sup-
port, and functioning are presented, including: (1)
the adverse effect of stressors on functioning; (2)
the direct effect of support on functioning, not con-
tingent on stress levels; (3) the interactive effect
of support as a conditioner of the stress-functioning
relationship; (4) the indirect effects of support on
the occurrence and appraisal of stressful life events;
and (5) the effect of stress on influencing the avail-
ability of support. Each of these relationships is illu-
strated with current research results, that suggest
mixed evidence for direct and interactive effects,
while noting that indirect effects have received little
attention. The implications of concepts of support
for prevention efforts are also discussed along with
the need to consider the varied effects of support in
designing prevention programs. (Author/NRB)

ED 212 935 CG 015 729

Parish, Kathy L.

IPR, Modeling, and Stress Inoculation Supervi-
sion for Critical Client Statements.

Pub Date—Aug 81

Note—12p.; Paper presented at the Annual Con-
vention of the American Psychological Associa-
tion (89th, Los Angeles, CA, August 24-26,
1981).

Pub Type—Reports - Research (143) — Speeches/-
Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Coping, *Counseling Techniques,
Counselor Attitudes, *Counselor Client Relation-
ship, *Counselor Training, *Empathy, Graduate
Students, Higher Education, *Modeling (Psy-
chology), Program Effectiveness, Responses,
Training Methods

Identifiers—*Interpersonal Process Recall, *Stress
Inoculation

Although recognition of problems posed by criti-
cal client statements and recommendations for
counselors' understanding, empathy, and confronta-
tion abound, interventions to aid counselors in
coping with critical client statements are rare.
Graduate-level counselor trainees (N=40) were as-
signed to one of four methods of supervision: inter-
personal process recall, modeling, stress inoculation,
or a control condition. Each subject received two
individual 15-minute supervisory sessions of the
same type of supervision. Subjects then responded to
videotapes of clients displaying critical client
behaviors such as anger, defensiveness, manipula-
tion or neutral statements. Subjects' oral responses
to client behaviors were rated on four dimensions:
reflection of feelings, reflection of content, delivery,
and appropriateness. Data analysis revealed signifi-
cant main effects for both method of supervision
and type of critical client statement. Results suggest
that counselor trainees' responses to critical client
statements can be affected by brief exposure to
supervision. Modeling tends to emerge as the most
effective method of supervision in increasing reflec-
tion of feelings and appropriateness; defensiveness
tends to emerge as the most difficult type of critical
client statement. (Author/NRB)

ED 212 936 CG 015 730

Birney, David

A Model for the Delivery of Psychological Services
to Rural Schools.

Pub Date—Aug 81

Note—9p.; Paper presented at the Annual Con-
vention of the American Psychological Association
(89th, Los Angeles, CA, August 24-26, 1981).

Pub Type—Reports - General (140) — Reports -
Descriptive (141) — Speeches/Meeting Papers
(150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavior Problems, *Community
Programs, *Delivery Systems, Elementary Sec-
ondary Education, Emotional Disturbances,
*Mental Health Programs, Models, *Psychologi-
cal Services, Rural Environment, *Rural Schools,
*School Community Relationship, School In-
volvement, Student Problems

This paper describes a program that links a com-
munity mental health center and a rural education
cooperative for the provision of psychological ser-
vices to children experiencing emotional/behav-
ioral problems. The program description provides
background information and lists reasons for select-
ing a flexible problem-solving consultee-centered
format that: (1) provides a practical field-based ap-
proach; (2) improves mental health knowledge and
skill levels of school personnel; (3) favors an
egalitarian emphasis; and (4) builds on the in-
dependent nature of consultees who want to solve
their own problems. The variety of available inter-
vention options and the extent of their utilization is
also discussed. The difficulty in recruiting and keep-
ing qualified staff in rural programs is noted and
reasons for staffing the program with doctoral level
school psychology interns supervised by a staff psy-
chologist are explained. Utilization and evaluation
outcomes of the program for the 1980-81 school
year are presented in terms of entry into schools,
caseloads, activity levels, presenting problems, in-
terventions, acceptability, and success. Program
weaknesses are also discussed along with possible
solutions. (NRB)

ED 212 937

CG 015 731

Cook, Judith A.

A Death in the Family: Parental Bereavement in the First Year.

Pub Date—Aug 81

Note—29p.; Paper presented at the Annual Meeting of the American Sociological Association (Toronto, Canada, August 24-28, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Coping, *Death, *Emotional Adjustment, Family Life, *Fathers, *Grief, Individual Differences, Loneliness, *Mother Attitudes, *Parent Child Relationship, Psychological Patterns, Responses, Social Isolation

If the nature of mourning depends on the relationship between the bereaved and the deceased, then parental mourning following a child's death may be different from mourning following the death of an adult. Parents' (N=145) descriptions of their experiences in the first year after a child's death from cancer or a blood disorder were examined to determine the nature of parental bereavement, and to explore differences in the experience and expression of loss by comparing accounts of mothers and fathers. The children had all been treated at a large, urban pediatric hospital and died during the years 1975 through 1979. Descriptive and survey data revealed differences between maternal and paternal mourning. Mothers described greater difficulty coping, especially on first holidays, and were more likely than fathers to report experiencing grief in intimate ways such as deep loneliness or visualizations. Mothers were also more likely than fathers to engage in new activities following the death and to report feeling distant from their spouse, and less likely to feel that they exchanged comfort with their husbands in the first year after death. Fathers reported fewer sources of emotional support than mothers. The findings reveal the influences of the parent-child relationship and familial and cultural contexts in shaping the nature of parental bereavement. (Author/NRB)

ED 212 938

CG 015 732

Royce, W. Stephen

Peer Ratings of Heterosocial Skill: Components Analysis for Men and for Women.

Pub Date—Apr 81

Note—12p.; Paper presented at the Annual Meeting of the Western Psychological Association (61st, Los Angeles, CA, April 9-12, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavior Rating Scales, Componential Analysis, *Individual Characteristics, *Interpersonal Competence, *Peer Evaluation, Peer Relationship, *Personality Traits, Psychological Patterns, *Sex Differences, Skill Analysis

Identifiers—*Social Avoidance Distress Scale (Watson Friend)

The specification in concrete behavioral terms of theoretical constructs is one difficulty associated with behavioral assessment. For example, the construct of heterosocial skill has not been successfully defined in operational terms. A linear modeling technique was used to identify valid behavioral referents of heterosocial skill ratings for both men and women. Videotapes of heterosocial interactions of male (N=30) and female (N=30) university students representing a wide range of scores on the Social Avoidance and Distress Scale were rated by untrained peers (N=67), who then supplied lists of the behavioral cues they considered most useful in discriminating skill levels. The rate of occurrence of the most widely endorsed cues were scored for the videotaped subjects and used to construct linear models of the heterosocial skill ratings. Valid behavioral referents of molar heterosocial skill ratings were identified for both men and women. Men rated by female peers as high in heterosocial skill gazed upward, asked questions, and used appropriate hand gestures during conversations. Women rated by male peers as high in heterosocial skill also gazed upward, made eye contact, and avoided speaking too quietly. The findings suggest that the experimental method employed is able to identify behavioral referents of reliable peer ratings of molar heterosocial skills. (NRB)

ED 212 939

CG 015 733

Hoffman, Tony

On Being Sensitive and Specific About Child Abuse: Problems in Preventive Testing for Abusiveness in America.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md. Div. of Research Resources.

Pub Date—Apr 81

Grant—BRSG-SO-7-RR-07080

Note—18p.; Paper presented at the Annual Meeting of the Western Psychological Association (61st, Los Angeles, CA, April 9-12, 1981).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Child Abuse, Family Characteristics, Family Life, Parent Child Relationship, Parent Role, *Predictive Validity, Prevention, *Psychological Patterns, *Psychometrics, *Screening Tests, State of the Art Reviews, *Test Validity

Literature on psychological characteristics of abusive families suggests that psychometric assessments can be developed to screen parents for abusiveness. Advocates of primary prevention of child abuse have encouraged the development of such perinatal screening devices. However, social values define abusiveness, making its assessment especially prone to error. If a nearly perfect test existed with a sensitivity of .99 and a specificity of .99, half of the parents identified as abusive would not be abusive. Existing tests have done far worse, achieving at best a sensitivity of .77 and a specificity of .83. Although the low base rate of abuse prevents standard validity coefficients from accurately portraying the validity of tests for abusiveness, current tests appear to have little validity and high rates of predictive error. Given various levels of test precision, probabilities for correct and incorrect assessments of abusiveness can be determined; errors in virtually any test for abusiveness will be false positives, i.e., a detection of abusiveness when none exists. Considering the ethical and economical issues involved in testing the general population and intervening upon nonabusive families identified as abusive as well as the obstacles to gaining predictive validity in tests, an abandonment of testing efforts warrants serious consideration. (Author/NRB)

ED 212 940

CG 015 734

Ginsburg, G. P.

Situational Action and the Management of Impression.

Pub Date—Aug 81

Note—16p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cognitive Style, Cultural Context, Human Relations, Interaction Process Analysis, *Interpersonal Relationship, *Nonverbal Communication, Research Methodology, *Research Needs, *Social Cognition, *Social Environment, Social Psychology, State of the Art Reviews

Identifiers—*Impression Management

Studies of the creation and management of impressions have advanced rapidly in recent years. However, relatively little empirical information has been provided about the processes by which impressions are created and managed in routine interaction and about the range of matters about which impressions are created. The excessive use of internal cognitive mechanisms leads research efforts away from a concern with the social and cultural contexts of action. Impression management research should capitalize on its theoretical emphasis on observable social processes, and should be expanded to include management of impressions about relationships, about fluctuating states of feeling, and about intention and willingness to interact. Situational analysis may provide a needed link to cultural considerations. (JAC)

ED 212 941

CG 015 735

Borys, Debra

Initial Level of Self-Disclosure as a Predictor of Attrition from a Communication Skills Training Program for Paraprofessionals.

Pub Date—Apr 81

Note—12p.; Paper presented at the Annual Meeting of the Western Psychological Association (61st, Los Angeles, CA, April 9-12, 1981). Best

copy available.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Anxiety, *Communication Skills, *Counselor Training, *Disclosure, *Dropout Rate, Group Dynamics, Interpersonal Competence, Mental Health, *Paraprofessional Personnel, Predictive Validity, Training Methods

Several studies of attrition from encounter and therapy groups have identified anxiety about self-disclosure as a common cause of early therapy termination. If such anxiety also contributes to attrition from interpersonal skills training groups, then time and funds invested in training mental health paraprofessionals may be lost. The relationship between trainee self-disclosure and training program attrition was investigated using data from the UCLA Helping-talk Project. Before the training program, the 208 subjects completed a self-disclosure measure. Results showed that the pretraining level of self-disclosure significantly discriminated attrition from participant subjects for trained subjects, but not for control subjects. Trainees who failed to complete the training program had significantly lower self-disclosure scores than those who completed the training. Results may indicate a need for alteration of the content of the packaged communication skills training programs. (JAC)

ED 212 942

CG 015 736

Fischer, Margaret

Components of Adolescent Depression in a Cross-Cultural Setting.

Pub Date—Aug 81

Note—16p.; Paper presented at the Annual Convention of the International Council of Psychologists (39th, Los Angeles, CA, August 20-23, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adolescents, Case Studies, Cross Cultural Studies, *Depression (Psychology), *Emotional Disturbances, *Environmental Influences, Etiology, Family Relationship, Personality Problems, Psychotherapy, *Suicide, *Youth Problems

Identifiers—*Alaska

Alaska has the highest rate in the nation of depression, alcohol and drug abuse, and adolescent suicide. The prevention of depression and suicide is complex because of many impinging variables. Data from a sample of 40 adolescents referred to a residential treatment center in Alaska revealed that a rapid change in life style of the Alaskan natives created a loss of culture and community. A second cause affecting both native and non-native children was the disintegration of the family. The transient population and harsh climate were other major factors in depression. Suicide also had a deeply rooted place in Eskimo culture. Results indicated that the natives comprised 55% and caucasians 45% of the referrals, despite the fact that only one in six Alaskans is a native. The findings suggest that therapy should focus on helping adolescents improve their coping strategies and increase their tolerance for discomfort and loss. (JAC)

ED 212 943

CG 015 737

Bislin, Bruce H.

Confoundings Methodology and Problem-Type in Psychotherapy Research: An Example.

Pub Date—Aug 81

Note—15p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Behavior Modification, Behavior Problems, Content Analysis, *Counseling Effectiveness, *Counseling Techniques, Psychotherapy, *Research Methodology, Research Needs, *Research Problems, Sampling

Identifiers—*Covert Sensitization

Literature reviews dealing with psychotherapy and counseling too often conclude that no conclusions can be drawn. However, a critique of the literature on covert sensitization (CS) may offer clarifications of these apparently contradictory remarks. Research studies (N=84) were categorized by problem types, method used in the investigation, method of participant recruitment, and treatment efficacy. Results revealed that different methods

were used to investigate the effects of CS on different problem behaviors. In general, studies which focused on the individual found CS to be an effective technique. Studies which tested average change between groups found mixed or negative evidence. The findings suggest that a conscious systematic program of research is needed to account for interactions of these variables. (JAC)

ED 212 944 CG 015 738

Lavoie, Francine

Processes Analysis in Self-Help Groups: Development and Applications.

Pub Date—Aug 81

Note—16p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comparative Testing, *Counseling Effectiveness, Counseling Techniques, *Evaluation Methods, Foreign Countries, *Group Dynamics, Helping Relationship, *Interaction Process Analysis, Interpersonal Relationship, *Prevention, *Self Help Programs

Identifiers—*Canada

The unprecedented development of self-help groups confirms their importance, but few studies have focused on prevention and self-help groups. Two methods for investigating preventive potential are outcome studies and process analysis. To assess the presence of helping processes in self-help group meetings, a process analysis was developed to document the preventive potential of such groups and allow comparison by independent judges of various groups. The verbal interactions of three self-help groups (two similar groups and a criterion group) were recorded during three periods and subjected to content analysis. Results revealed that 14 of the initial categories were retained on the basis of their inter-judges' agreement and frequency. The findings suggest that this process analysis system can differentiate between the criterion groups and allow for analysis of subtle variations in groups of the same organizations. (Author/JAC)

ED 212 945 CG 015 739

Cousins, Peter C. Vincent, John P.

Patterns of Support for Specificity of Marital Emotional Communication.

Pub Date—Aug 81

Note—40p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—Affective Behavior, Behavior Patterns, *Communication Skills, Disclosure, *Emotional Adjustment, *Emotional Response, *Empathy, Interaction Process Analysis, *Interpersonal Relationship, Reinforcement, *Spouses

Identifiers—*Marital Satisfaction

Recent investigations of marital interaction have concentrated on the process of communication while discussing issues of conflict within the relationship. Few studies have been designed to assess emotional communication among married couples. To determine emotional interaction by examining the overall distribution and sequencing of emotional behaviors, 42 couples were observed one month after the birth of their first child. Couples with very high adjustment emitted a greater proportion of approve/caring behaviors and a lesser proportion of aversive behaviors when compared to couples with moderate adjustment. Sequential analysis confirmed that empathic behavior had an excitatory effect on the subsequent probability of partner complaints; negative behavior had an inhibitory effect. The findings indicate patterns of behavior that suggest functional reinforcement and punishment. (Author/JAC)

ED 212 946 CG 015 740

Heinzelmann, Fred

Crime Prevention Research at the National Level.

Pub Date—Aug 81

Note—15p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).

Pub Type—Information Analyses (070)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Citizen Participation, *Community Action, Community Resources, *Crime, Environmental Influences, Law Enforcement, *National Programs, *Neighborhood Improvement, *Prevention, Program Effectiveness, Research Design, State of the Art Reviews

Crime Prevention deals with the effort to control crime and the fear of crime through a variety of community resources. Research efforts of the Department of Justice, first developed in the early 1970's, focused on increasing knowledge and understanding to promote more effective crime prevention. The National Institute of Justice has sponsored numerous studies of crime and the environment. Evaluations of these studies conclude that neighborhood security can be influenced through use of environmental, community, and police strategies that help increase residents' feelings of responsibility for their neighborhoods. Citizen action programs can also be effective in reinforcing crime prevention strategies. Future research needs should include studying those factors that produce criminal behavior as well as the relationship between crime and other social problems. (JAC)

ED 212 947 CG 015 741

Turney, Mary C. Edge, Lesley

Social Perspective-Taking and Social Interaction in the Elderly.

Pub Date—Jun 81

Note—16p.; Paper presented at the Annual Conference of the Canadian Psychological Association (42nd, Toronto, Ontario, Canada, June 3-5, 1981).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adjustment (to Environment), Age Differences, Egocentrism, Foreign Countries, Gerontology, *Interpersonal Competence, *Older Adults, *Perspective Taking, Problem Solving, Role Playing, *Social Behavior

Identifiers—*Canada, Disengagement (Gerontology)

Some older adults experience difficulty in decentering their own viewpoint on tasks requiring spatial and communicative role-taking. To examine the social perspective-taking skills of older adults and the kinds of strategies older people would suggest to solve social dilemmas, adults were interviewed about their typical interpersonal problems. A positive relationship was found between role-taking and engagement. The greatest amount of disengagement was found among the institutionalized elderly respondents, who also selected lower perspective-taking alternatives. The findings suggest that these individuals may perceive their social interactions as less significant. In addition, the results indicate that reasoning among older adults does not tend to regress, but reflects an adaptation to the constraints of the environment. Future research should focus on the impact of the loss of friends and the role of mobility. (JAC)

ED 212 948 CG 015 742

Lykes, M. Brinton And Others

Control and Aspirations in Adolescents: A Comparison by Race, Sex and Social Class.

Pub Date—Apr 81

Note—15p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (52nd, New York, NY, April 22-25, 1981).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adolescents, Attribution Theory, *Locus of Control, *Occupational Aspiration, Projective Measures, Psychological Characteristics, *Racial Differences, Secondary Education, *Sex Differences, *Social Class, Test Validity

Identifiers—*Multidimensional Approach

Previous research has suggested that Rotter's concept of locus of control is significantly related to a variety of attitudes and behaviors. To study the effects of sex, race, and social class differences, a projective measure of locus of control was developed to explore the relationship between control orientation and career aspirations for 432 adolescents. The findings supported the multidimensional measurement of locus of control. When not forced to choose between internally or externally phrased options, blacks and lower class white females were more likely than whites and lower class white males to identify both external contingencies and internal factors in their perceptions of factors that affect out-

comes. The results suggest further research is needed to explore the educational institutional effects on orientations to control. (Author/JAC)

ED 212 949 CG 015 743

Lifton, Peter D.

Toward a Theory of Moral and Immoral Development.

Pub Date—10 Apr 81

Note—19p.; Paper presented at the Annual Meeting of the Western Psychological Association (61st, Los Angeles, CA, April 9-12, 1981).

Pub Type—Reports—General (140)—Information Analyses (070)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adjustment (to Environment), *Antisocial Behavior, Cognitive Processes, *Cognitive Style, Coping, *Individual Differences, Logical Thinking, Models, *Moral Development, *Personality Traits, Problem Solving, Socialization, State of the Art Reviews, *Theories

This paper proposes a theoretical framework of moral and immoral development which considers not only reasoning, but also behavior and situational variables. Major theories of moral development proposed by Freud, Piaget, Kohlberg, Haan, and Hogan are used to illustrate the notion that, although empirical evidence shows that most individuals possess the potential for both moral and immoral expression, no theorist has been able to systematically incorporate the construct of immorality within his model. The components of the proposed model are discussed according to major structural components of earlier theories of moral development, and the way each moral type is identical to its equivalent immoral type with respect to reasoning and is the mirror-image of its equivalent immoral type with respect to action. Individual differences in development are explained by personality variables (socialization, empathy, autonomy), ego processes (coping, defending, fragmenting), and situational determinants. An assessment of the theory is discussed in terms of its applicability to actual rather than hypothetical moral dilemmas. (Author/NRB)

ED 212 950 CG 015 744

Funabiki, Dean And Others

A Methodological Contribution to Identifying Depressed College Students.

Pub Date—Apr 81

Note—14p.; Paper presented at the Annual Meeting of the Western Psychological Association (61st, Los Angeles, CA, April 9-12, 1981).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classification, *Clinical Diagnosis, Clinical Psychology, Cognitive Processes, College Students, *Depression (Psychology), *Diagnostic Tests, Higher Education, Predictive Validity, Psychological Patterns, *Screening Tests, *Test Validity

Identifiers—*Beck Depression Inventory, *Depressive Symptoms Questionnaire

Research directed toward examining clinical depression among college students requires valid criterion measures for identifying depressed individuals. The Beck Depression Inventory (BDI), the most widely-used self-report screening instrument for identifying depressed college students, has been criticized for its heavy emphasis on cognitive items resulting in a high false positive rate for classifying depressives. The Depressive Symptoms Questionnaire (DSQ), a self-report instrument loaded with somatic and behavioral components, was constructed. Undergraduates (N=673) completed both the BDI and the DSQ. To evaluate the classification validity of the cutting scores of the BDI, the DSQ, and the two instruments combined, 48 diagnostic interviews were conducted by clinical psychology graduate students. Results showed that the hit rate for true positives of the BDI/DSQ-screened group was significantly greater than the hit rate for the BDI-screened group. The combination of the BDI and DSQ improved the identification of diagnosable depressed college students and identified significantly more individuals with major depressive episodes. (Author/NRB)

ED 212 951

CG 015 745

Hochhauser, Mark And Others
Contextual Factors in Adolescent Substance Use.
 Spons Agency—National Inst. on Drug Abuse (DHHS), Rockville, Md. Div. of Research.
 Pub Date—Aug 81
 Grant—NIDA-AA-02560-01

Note—14p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescent Development, *Adolescents, *Age Differences, Alcoholic Beverages, Developmental Stages, *Drinking, Drug Use, Family Relationship, Group Dynamics, *Marihuana, Peer Relationship, Secondary Education, *Smoking, *Social Influences

Research on adolescent substance use has focused on prevalence and incidence; however, contextual factors have been largely ignored. A survey of 155 adolescents from a Minneapolis suburb was conducted to assess contextual factors affecting adolescent substance use. Subjects reported their use of alcohol, cigarettes, and marihuana with respect to where, when, and with whom each substance was used. Age was correlated with alcohol use at parties, in cars, at a friends' home, and in streets or parks. Age and alcohol use were associated with schoolmates, best friends, and nonschool friends, as well as with weekends and holidays or special occasions. Age and smoking were correlated with use at school, parties, or in cars. Cigarette use was associated with school friends, during school, and on holidays. Age and marihuana use were correlated with use at parties, in cars, at school, at friends' homes, and in streets or parks, as well as with school friends, nonschool friends, siblings, and best friends. Results showed strong relationship between age, substance use, and contextual factors. Among 12-13 year olds, alcohol was most widely used at home, while 16-17 year olds reported the most use at parties. Marihuana and age were most closely associated with use on weekends, holidays, special occasions, and during school. The findings suggest that problems of substance use and abuse should be interpreted within a larger framework. (NRB)

ED 212 952

CG 015 746

Drug Abuse Treatment in Prisons. Treatment Research Report.
 National Inst. for Advanced Studies, Washington, D.C.

Spons Agency—National Inst. on Drug Abuse (DHHS), Rockville, Md. Div. of Research.
 Report No.—DHHS-ADM-81-1149

Pub Date—81

Contract—NIDA-271-78-4609

Note—19p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Alcoholic Beverages, Correctional Institutions, *Correctional Rehabilitation, Counseling Techniques, Delivery Systems, *Drug Abuse, Drug Rehabilitation, *Federal Programs, *Prisoners, *Rehabilitation Programs, *State Programs

This report, based on a 1979 national survey of drug abuse treatment programs in the prisons of the 50 states and the District of Columbia, presents data on 160 operational programs. Descriptive information on the identification of drug-dependent inmates and the provision of drug abuse treatment by state adult correctional institutions is included. A state-by-state tabulation is provided for the reported number of incarcerated adults, the number of treatment programs, the capacity, and the number of active participants. Alternative methods of handling drug abuse in five states without formal drug treatment programs for adults are discussed. Other sections present data on: (1) number of programs and clients by type of substance abuse; (2) funding and budgets; (3) screening and referral of inmates for treatment; (4) staffing; (5) program capacity and client load; (6) use of therapeutic community models; and (7) treatment modes, program activities and special features, including individual and group counseling and aftercare services. The report concludes with a summary of information provided by the U.S. Bureau of Prisons on drug abuse treatment in the 29 programs serving over 2,600 inmates of the federal prison system. (NRB)

ED 212 953

CG 015 747

Hubbard, Robert L. Harwood, Henrick J.
Employment Related Services in Drug Treatment Programs. Treatment Research Report.
 Research Triangle Inst., Durham, N.C.

Spons Agency—National Inst. on Drug Abuse (DHHS), Rockville, Md. Div. of Research.

Report No.—DHHS-ADM-81-1144

Pub Date—81

Contract—NIDA-271-75-1016

Note—27p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Career Counseling, *Drug Rehabilitation, Employment Opportunities, Individual Needs, *Job Development, *Job Placement, Job Skills, Rehabilitation Programs, *Skill Development, Vocational Aptitude, *Vocational Rehabilitation

Although research has shown a clear relationship between employment and rehabilitation of drug abusers, efforts to develop comprehensive vocational services in drug treatment programs have been limited. To examine the nature and extent of vocational- and employment-related services in NIDA-funded drug treatment programs, 164 clinics responded to an open-ended questionnaire designed to ascertain the degree to which five employment-related services were provided to clients: vocational assessment, skill training, job counseling, job placement, and job development. The relationship of the availability of vocational services to the employment rates of clients was also examined. The results revealed that about one-third of the clinics did not report that employment counseling was available for clients. In over half the clinics, no budget was identified for vocational services. Less than 20% of the clinics had vocational rehabilitation specialists, job counselors, or job developers as staff members. Staff from community employment-related agencies were seldom used by the clinics. The existence of job counseling, job placement, and job development services in clinics was positively correlated with the difference between admission and discharge employment rates of clients. The findings suggest a general lack of well-defined vocational services in drug treatment programs, although many clinics attempt to develop services or provide some type of vocational assistance to clients. (Author/NRB)

ED 212 954

CG 015 748

Lombard, Thomas J.
Current Legislative and Policy Issues Related to School Psychological Services.

Pub Date—28 Aug 81

Note—16p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Confidentiality, Consultation Programs, *Disclosure, Elementary Secondary Education, *Family School Relationship, *Legal Responsibility, Psychological Evaluation, Psychological Services, *School Psychologists, State of the Art Reviews, Student Records, *Student Rights

Recently American schools have attempted to provide more family-oriented services. As school psychologists expand their roles to include home-school consultation in the treatment of students' educational and psychological problems, they must understand the legislation related to various policy issues in public schools. School psychologists must be familiar with procedural protection legislation concerning notices to parents, parental consent for a child's assessment or placement, required meetings and formal hearings on the placement of handicapped children, and the rights of parents and school personnel to appeal the outcome of hearings. Legal mandates and ethical standards require unbiased and nondiscriminatory psychological evaluation procedures; therefore, school psychologists should examine their attitudes and behaviors in terms of racial, ethnic, religious, and sex or other biases. Because restrictions for confidentiality and data privacy vary from state to state, and additional legal references aimed at school records and student data may be contradictory, psychologists must learn the correct procedures for disclosing information about their student-clients. School psychologists have an opportunity to broaden their practices, but political acumen is necessary to assure that psycho-

logical services are not compromised as legal mandates change. (NRB)

ED 212 955

CG 015 749

Pedersen, Paul
The Intercultural Training of Mental Health Professionals.

Spons Agency—National Inst. of Mental Health (DHHS), Bethesda, Md.

Pub Date—Apr 81

Grant—NIMH-1-T-24-MH-15552

Note—8p.; Paper presented at the Annual Meeting of the Western Psychological Association (61st, Los Angeles, CA, April 9-12, 1981).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Counselor Training, *Cross Cultural Training, *Cultural Awareness, Cultural Interrelationships, Helping Relationship, Individual Needs, *Mental Health Programs, *Needs Assessment, *Professional Training, Program Descriptions, *Skill Development, Training Methods, Training Objectives

This paper describes the Developing Interculturally Skilled Counselors (DISC) project, a three year training program designed to assess and articulate the need for cross-cultural counseling skills. A review of existing inservice or pre-service training programs is presented that suggests these programs are narrow in their approaches and specialized in their perspectives, i.e., centering on one ethnic group rather than multicultural populations. The DISC project is presented as a training strategy that applies a broader definition of culture to a balanced emphasis on awareness, knowledge and skill through an interdisciplinary approach based in both the community and the classroom. Examples of DISC training on several levels are given, and a review of DISC activities is discussed. Objectives for future programs which emerged from the needs assessment evaluation are suggested. The DISC project is supported as a viable, experimental program aimed at identifying a variety of needs for intercultural counseling and therapy training. (NRB)

ED 212 956

CG 015 750

Pazer, Shelley Beilin, Harry
The Relationship Between Photographs and Self-Image.

Pub Date—Apr 81

Note—9p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (52nd, New York, NY, April 22-25, 1981). Best copy available.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adults, *Age Differences, Children, Chronological Age, Interpersonal Attraction, *Photographs, *Physical Characteristics, Reference Groups, *Self Concept, *Self Evaluation (Individuals)

Identifiers—*Objective Self Awareness, *Physical Attractiveness

Duval and Wicklund proposed a theory of self-awareness that distinguishes between objective and subjective self-awareness, in which objectively self-aware individuals are assumed to focus attention on themselves and subjectively self-aware individuals direct attention toward external objects. To investigate self-awareness of physical attractiveness within a theory of objective self-awareness, subjects (N=75) at five age levels (from 7 to 70 years) ranked photographs of themselves and group members from most to least attractive. Results indicated that coefficients of concordance of interrater physical attractiveness rankings were statistically significant at all age levels. Individual's self-rankings, however, did not correlate significantly with cohort rankings of the same photographs. Subsequent interviews revealed that most subjects believed photographs of themselves could change their own as well as other's opinions concerning their physical attractiveness. Almost all young children liked photographs of themselves, while almost all middle-aged subjects disliked their photographs. The elderly appeared resigned to the changes in their appearance and to their photographs. The findings tend to support an objective self-awareness theory. (Author/NRB)

ED 212 957

CG 015 751

Walker, Alice A.

Influence of Female Role Models on Career-Related Attitudes.

Pub Date—Apr 81

Note—20p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (52nd, New York, NY, April 22-25, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Attitude Change, Career Choice, College Freshmen, Faculty Advisers, *Females, Higher Education, *Nontraditional Occupations, *Occupational Aspiration, *Role Models, Role Perception, *Self Esteem, Sex Role, *Student Teacher Relationship, Work Attitudes

Since women compose nearly half the labor market and are expected to continue to be a major component, the variables which affect women's career choices are of considerable interest. The effect of role models on attitudes related to career aspirations was examined for female college freshmen. Experimental subjects (N=75) were provided with role models through interactions with female faculty advisors and through exposure to female career women in an elective course about career exploration. During freshman orientation week both experimental and control groups completed the Coopersmith Self-Esteem Inventory (SEST), the Spence-Helmreich Attitude Toward Women Scale (AWS), an Occupational Status of Women Scale (OCC), and a Life Style Index (LSI). Posttests were administered at the end of the spring semester. Data analyses revealed a significant change in mean scores on all four attitudinal scales for the experimental group. The control group had significant changes only on the OCC and LSI. Exposure to role models, in particular female faculty advisors, had a significant effect on the women's self-esteem and sex role attitudes. The significant change in AWS scores suggests a less stereotypic attitude toward women's roles, which may result in a greater probability of choosing non-traditional careers. (NRB)

ED 212 958

CG 015 752

Reagles, Kenneth W., Ed. Crystal, Ralph M., Ed.

Program Evaluation for Rehabilitation: A Book of Readings from "Program Evaluation for Rehabilitation Agency Personnel," Syracuse, New York, May 4-6, 1978. Michigan Studies in Rehabilitation, Series I, Monograph IV.

Michigan Univ., Ann Arbor. Rehabilitation Research Institute.

Spons Agency—National Inst. of Handicapped Research (ED), Washington, D.C.

Pub Date—81

Grant—NIHR-15P-59021/5

Note—190p.; Some tables are of marginal legibility. For related documents, see ED 169 402 and ED 182 514.

Pub Type—Collected Works - General (020) — Reports - General (140) — Reports - Descriptive (141)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Anthologies, *Evaluation Criteria, *Evaluation Methods, Program Evaluation, *Rehabilitation Programs, Self Evaluation (Groups), *State Agencies, State Programs, *Training Objectives, Vocational Education, *Vocational Rehabilitation, Workshops

This monograph contains presentations from a training program that was designed to link state vocational rehabilitation agency personnel with the current technology of program evaluation in rehabilitation settings. Part One discusses a model program evaluation unit in state rehabilitation agencies, state agency program evaluation units from the perspectives of federal and state agencies, and university resources in program evaluation research and practices. The papers in Part Two focus on program evaluation standards and data resources for rehabilitation. Part Three on program evaluation methods and measures contains several papers about various evaluation issues such as case review schedules, benefit-cost analyses, and management information systems. Lists of contributors and trainee-participants are also included. (NRB)

ED 212 959

CG 015 753

Harrison, Don K. And Others

Client Assessment Measures in Rehabilitation. Michigan Studies in Rehabilitation Utilization Series: 5.

Michigan Univ., Ann Arbor. Rehabilitation Research Institute.

Spons Agency—National Inst. of Handicapped Research (ED), Washington, D.C.

Pub Date—81

Grant—15P-59021/5; G008100026

Note—218p.; For related document, see ED 173 690. Best copy available.

Pub Type—Guides - Non-Classroom (055) — Reports - Evaluative (142)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Attitude Change, *Daily Living Skills, *Employment Potential, *Evaluation Methods, *Measures (Individuals), Participant Satisfaction, Program Evaluation, Rehabilitation Programs, *State Agencies, Testing, Test Selection, *Vocational Rehabilitation

This collection of client outcome measures is designed to enhance the program evaluation capacity of state vocational rehabilitation agencies and to assist program evaluators in the selection of appropriate instruments through information about client measures in the areas of functional limitations, client change, client satisfaction, and client retention of benefits. The introduction discusses the selection process for inclusion of instruments in this monograph, indicating that the 40 instruments vary in terms of characteristics measured, intended clientele, developmental origin, and intended setting. Each instrument summary contains information on the developer, purpose, description, use, administration, scoring, reliability, validity, advantages, limitations, references, availability and, in most cases, sample items or the instrument itself. Measures are classified according to: (1) employability; (2) independent living skills; (3) client perceptions; (4) client satisfaction; and (5) miscellaneous. Within each category, instrument summaries appear alphabetically by title. Indexes are also provided by instrument title and by developers' names and affiliations. (Author/NRB)

ED 212 960

CG 015 754

Crystal, Ralph M. And Others

Similar Benefits in Rehabilitation: State of the Art and Conceptual Framework.

Michigan Univ., Ann Arbor. Rehabilitation Research Institute.

Spons Agency—Rehabilitation Services Administration (ED), Washington, D.C.; Virginia State Dept. of Rehabilitation Services, Richmond.

Pub Date—29 Aug 80

Contract—30-344-J1; HEW-105-78-4017

Grant—15P-59021/5

Note—97p.; Best copy available.

Pub Type—Reports - General (140) — Information Analyses (070) — Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Agency Cooperation, Agency Role, Legislation, Models, Needs Assessment, *Program Evaluation, Program Implementation, *Rehabilitation Programs, *Shared Services, *State Agencies, Surveys

Identifiers—*Similar Benefits (Rehabilitation)

This monograph contains the results of the University of Michigan Rehabilitation Research Institute (UM-RRRI) project activities with the Virginia Department of Rehabilitative Services model program evaluation unit to examine issues related to similar benefits in rehabilitation. A framework and discussion paper for future aspects of this project are provided with guidelines for the remainder of the project. A review of legislative mandates relevant to the development of similar benefits discusses the provisions of the Rehabilitation Acts and their implications for the development of similar benefits within the state-federal rehabilitation program. After the literature review of previous studies, the results of a survey developed by UM-RRRI to obtain information from rehabilitation agency personnel on similar benefits are followed by a discussion of issues and problems related to the identification, use, and evaluation of a similar benefits program in rehabilitation agencies. A conceptual model for a similar benefits program within the state rehabilitation program offers a framework through which a similar benefits program may be conducted in the rehabilitation agency. (Author/NRB)

ED 212 961

CG 015 755

Crystal, Ralph M. And Others

Similar Benefits in Rehabilitation: A User's Guide for Counselors and Administrators. Volume 1: Background, History, and Issues.

Michigan Univ., Ann Arbor. Rehabilitation Research Institute.

Spons Agency—Rehabilitation Services Administration (ED), Washington, D.C.; Virginia State Dept. of Rehabilitation Services, Richmond.

Pub Date—Jun 81

Note—63p.; For related documents, see CG 015 756-58.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Administrators, Agency Cooperation, Counselors, Federal State Relationship, *History, *Legislation, *Program Evaluation, *Rehabilitation Programs, *Shared Services, *State Programs, Training Methods, Use Studies

Identifiers—*Similar Benefits (Rehabilitation)

This user's guide, the first of four modules for similar benefits usage, is the result of a project of the University of Michigan Rehabilitation Research Institute in conjunction with the Virginia Department of Rehabilitative Services (DRS) model program evaluation unit to examine the issue of similar benefits in the state-federal rehabilitation program. The introduction reviews the goals and objectives of the similar benefits project and briefly describes each module. Preceding the text of this volume is a list of frequently asked questions about similar benefits presented by major topic areas. This first volume provides an introduction to the nature of similar benefits in the state-federal rehabilitation program, presents the background and legislative history of similar benefits, and discusses issues related to the impact of similar benefit programs and policies on the state rehabilitation agency, rehabilitation counselors, clients, program sponsors, and the community. The literature review focuses, in part, on legislative acts and similar benefits studies conducted by The Urban Institute along with an Institute of Rehabilitation Issues report published by the University of Wisconsin-Stout. (Author/NRB)

ED 212 962

CG 015 756

Crystal, Ralph M. And Others

Similar Benefits in Rehabilitation: A User's Guide for Counselors and Administrators. Volume 2: Definition, Policies, and Practices.

Michigan Univ., Ann Arbor. Rehabilitation Research Institute.

Spons Agency—Rehabilitation Services Administration (ED), Washington, D.C.; Virginia State Dept. of Rehabilitation Services, Richmond.

Pub Date—Jun 81

Note—53p.; For related documents, see CG 015 755-58.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Administrators, Agency Cooperation, Counselors, Federal State Relationship, Legislation, *Planning, *Program Evaluation, *Program Implementation, *Rehabilitation Programs, *Shared Services, *State Programs, Training Methods

Identifiers—*Similar Benefits (Rehabilitation)

This user's guide, the second of four training modules for similar benefits usage, is the result of a project of the University of Michigan Rehabilitation Research Institute in conjunction with the Virginia Department of Rehabilitative Services (DRS) model program evaluation unit to examine the issue of similar benefits in the state-federal rehabilitation program. The introduction reviews the goals and objectives of the similar benefits project and briefly describes each module. Preceding the text of the volume is a list of frequently asked questions about similar benefits presented by major topic areas. Recommendations for a definition of similar benefits, policies to implement a similar benefits program, and procedures to follow are addressed in this second volume, based on current Virginia DRS guidelines, federal legislation, and Rehabilitation Services Administration (RSA) program regulations. The appendices contain a statement from the Federal Register on similar benefits, the RSA Manual on Similar Benefits, and a reorganization of similar benefit information contained in the Virginia Client Services Manual. (Author/NRB)

ED 212 963

CG 015 757

Crystal, Ralph M. And Others

Similar Benefits in Rehabilitation: A User's Guide for Counselors and Administrators. Volume 3: Directory, Checklist, and Reporting Systems. Michigan Univ., Ann Arbor. Rehabilitation Research Institute.

Spons Agency—Rehabilitation Services Administration (ED), Washington, D.C.; Virginia State Dept. of Rehabilitation Services, Richmond.

Pub Date—Jun 81

Note—79p.; For related documents, see CG 015 755-58. Appendix A is of marginal legibility.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Administrators, Agency Cooperation, Check Lists, Counselors, Federal State Relationship, *Program Evaluation, *Rehabilitation Programs, *Resource Materials, *Shared Services, *State Programs, Training Methods

Identifiers—*Similar Benefits (Rehabilitation)

This user's guide, the third of four training modules for similar benefits usage, is the result of a project of the University of Michigan Rehabilitation Research Institute in conjunction with the Virginia Department of Rehabilitative Services (DRS) model program evaluation unit to examine the issue of similar benefits in the state-federal rehabilitation program. The introduction reviews the goals and objectives of the similar benefits project and briefly describes each module. Preceding the text of the volume is a list of frequently asked questions about similar benefits presented in major topic areas. The third volume contains recommendations and usage examples for additions to the existing Virginia Similar Benefits Directory, a Similar Benefits Checklist, and a discussion of alternative approaches for similar benefits reporting systems. Two identification lists are also proposed for the Similar Benefits Directory to aid counselors using these materials. In addition, the appendix contains the Virginia DRS Similar Benefits Directory. (Author/NRB)

ED 212 964

CG 015 758

Crystal, Ralph M. And Others

Similar Benefits in Rehabilitation: A User's Guide for Counselors and Administrators. Volume 4: Incentives for Counselors and Administrators. Michigan Univ., Ann Arbor. Rehabilitation Research Institute.

Spons Agency—Rehabilitation Services Administration (ED), Washington, D.C.; Virginia State Dept. of Rehabilitation Services, Richmond.

Pub Date—Jun 81

Note—26p.; For related documents, see CG 015 755-57.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrators, Agency Cooperation, Counselors, Federal State Relationship, *Incentives, Motivation, *Program Evaluation, *Rehabilitation Programs, *Shared Services, *State Programs, Training Methods, *Use Studies

Identifiers—*Similar Benefits (Rehabilitation)

This user's guide, the last of four training modules for similar benefits usage, is the result of a project of the University of Michigan Rehabilitation Research Institute in conjunction with the Virginia Department of Rehabilitative Services (DRS) model program evaluation unit to examine the issue of similar benefits in the state-federal rehabilitation program. The introduction reviews the goals and objectives of the similar benefits project and briefly describes each module. Preceding the text of the volume is a list of frequently asked questions about similar benefits presented in major topic areas. This final volume discusses utilization incentive issues. Procedures for evaluation and monitoring are presented along with the descriptions of the counselors' and administrators' roles in the areas of similar benefits. Incentives for counselors, administrators, and the rehabilitation agency are considered with the suggestion that state agency administrators should understand the political ramifications of using similar benefits. The necessity of full documentation by vocational rehabilitation agencies to present a case for similar benefits usage is emphasized. (Author/NRB)

ED 212 965

CG 015 759

Worell, Judith

Sex-Role Components of Maternal Stress and Children's Well-Being Following Divorce.

Pub Date—Aug 81

Note—15p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).

Pub Type—Reports - General (140) — Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Child Rearing, Children, Divorce, Emotional Adjustment, Family Problems, *Fatherless Family, *Mothers, *Parent Child Relationship, Parent Influence, Psychological Patterns, Role Perception, *Sex Role, State of the Art Reviews, *Stress Variables, *Well Being

The frequency of divorce in America has resulted in an estimated 11,000,000 minor children living in single-parent homes, usually with mothers as heads of households. Psychological disruption observed in children of recently divorced parents may be, in part, related to the quality of the custodial mother's adjustment to her changed life circumstances. Loss of attachment bonds, changes in daily living patterns, excessive role strain, and the amount of continuing interpersonal conflict all contribute to the degree of post-divorce stress. These factors are compounded for the custodial mother with a traditional sex-role orientation; traditional female role structures contribute to post-divorce stress. Economic dependence on a male results in financial insufficiency following divorce. Subordination to male power results in post-divorce powerlessness and feelings of external control. Reliance on the husband for social identity and support systems results in social isolation and over-investment in the super-wife/super-mom role results in post-divorce role strain. Maternal stress may foster negative and coercive childrearing practices which are reflected in the disrupted behavioral and developmental progress of the children. Intervention approaches to mediate the negative image of single parents must include resocialization, remediation, and research. (NRB)

ED 212 966

CG 015 760

Harvey, Joan C.

The Imposter Phenomenon and Achievement: Issues of Sex, Race, and Self-Perceived Atypicality.

Temple Univ., Philadelphia, Pa.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md.

Pub Date—Aug 81

Note—19p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981). Best copy available.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Achievement, *Attribution Theory, Cognitive Style, Fear of Success, Individual Differences, Locus of Control, *Racial Differences, Role Perception, *Self Concept, *Sex Differences

Identifiers—*Atypicality, *Imposter Phenomenon

Research has suggested that race and sex are strongly associated with the "imposter phenomenon" (I-P), a secret, intense, subjective self-perception of phoniness experienced by many high achievers. Sex, race, and perceived atypicality were examined in relation to the imposter phenomenon for 30 persons with adequate achievement in career areas represented by blacks and whites, and men and women. Subjects responded to demographic questions, the I-P Scale, and questions designed to elicit phenomenological self-perceptions of atypicality. Results revealed no significant differences for either sex or race, and no significant interaction between the two. When subjects classified as high or low in I-P were compared for indications of self-perceived atypicality, high I-P subjects reported that they perceived their careers as significantly less typical for their sex than did low I-P subjects. High I-P subjects also reported attainment of an unusually high level of education in relation to their families, while low I-P subjects indicated a level of educational attainment significantly more consistent with that of their families. The results suggest that previous research associating race and sex differences with the imposter phenomenon may have been confounded with issues of self-perceived atypicality. (NRB)

ED 212 967

CG 015 761

Robbins, Charles L.

An Innovative Approach to Meeting the Needs of Men in a Community Mental Health Center.

Pub Date—Apr 81

Note—11p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (52nd, New York, NY, April 22-25, 1981).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Group Counseling, Individual Needs, *Interpersonal Relationship, *Males, Marriage, *Mental Health, Parent Child Relationship, *Participant Satisfaction, Program Descriptions, Role Perception, Sexuality, *Stress Variables

This paper describes a mental health clinic program designed specifically for men, and reviews historical antecedents which led to its creation. A literature search is presented which reveals a lack of research relating specific male needs to mental health programs. The program description discusses the workshop/seminar format adopted by the men's group which met once a week for six weeks, and the discussion topics, e.g., changing male roles, sexuality, relationships (male/male, male/female), awareness of feelings, marriage and separation, the father role, and careers. The combination of leader presentations and sharing by group members at each session is described. Publicity problems are reviewed, along with recruitment methods. The high attrition rate is noted along with the experiences of the one leader and three participants who continued. An informal evaluation of the success of the group is included and concerns to be addressed before the formation of a new group are identified. The rationale for offering similar programs is also presented. (NRB)

ED 212 968

CG 015 762

Ward, Wanda E.

The Effect of Social Comparison Processes on Self-Evaluative Reactions.

Pub Date—10 Apr 81

Note—13p.; Paper presented at the Annual Meeting of the Western Psychological Association (61st, Los Angeles, CA, April 9-12, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Failure, *Feedback, *Participant Satisfaction, *Performance, *Reference Groups, *Rewards, *Self Evaluation (Individuals), Self Reward, Success

Identifiers—*Social Comparison

Much research has investigated the processes by which individuals gain information about themselves through comparison with others. The simultaneous influence of different sources of social comparison referents and the level of relative performance on subjects' (N=60) allocation of rewards and satisfaction was examined. Male undergraduates, working in pairs, predicted their scores on a speech about solutions to current problems, made the speeches, and then received predetermined feedback on their own score, their partner's score (live referent) and a mean score of all subjects (symbolic referent). Subjects indicated their satisfaction with their scores and allocated rewards to themselves and their partners. Controlling for feedback, results on allocation indicated significant main effects for performance relative to the live referent and relative to the symbolic norm. Subjects gave themselves more points when they performed better than their partner than when they performed worse than their partner, suggesting a straightforward self-evaluation effect. Subjects allocated more points to themselves when they performed worse than the norm than when they performed better than the norm, suggesting a self-enhancement effect. Although the social comparison process was operative, satisfaction was influenced principally by subjects' absolute performance scores. The findings suggest that different sources of social comparison and self-regulatory mechanisms play an influential role in individuals' lives. (NRB)

ED 212 969

CG 015 763

Pannen, Donald E.
Anticipation of Future Interaction and the Estimation of Current Rewards.

Pub Date—Apr 81

Note—44p; Paper presented at the Annual Meeting of the Western Psychological Association (61st, Los Angeles, CA, April 9-12, 1981).

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Behavior Patterns, *Expectation, Human Relations, *Interaction, *Interpersonal Relationship, Prediction, *Rewards, Social Cognition, *Social Exchange Theory, Social Reinforcement

The evaluation of rewards and costs incurred in the context of interaction is central to equity and exchange theories of interpersonal behavior; however, the question of how this assessment is affected by the anticipation of future interaction has not been directly investigated. If the maintenance of equity in relationships is important, then the implication of future interaction with another may lead to a more careful consideration of current contributions to interaction. It was hypothesized that persons would be more accurate in their estimation of current rewards exchanged with another if future interaction with that other was anticipated than if interaction was expected to end. In the context of a dyadic bargaining situation, female subjects ($N=79$) either anticipated future interaction with the same partner, a different partner, or expected no future interaction. The findings supported the hypothesized effect. Subjects who anticipated future interaction with the same partner more accurately estimated current rewards exchanged than did either subjects who anticipated future interaction with a different partner or subjects who anticipated no future interaction. The findings suggest that accuracy in the assessment of contributions to interaction seems to be strongly affected by the anticipation of future interaction. (Author/JAC)

ED 212 970

CG 015 764

Dorfman, Peter W. Stephan, Walter G.
Cognitive, Affective, and Behavioral Determinants of Performance: A Process Model.

Pub Date—Aug 81

Note—32p; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Affective Behavior, *Attribution Theory, *Behavior Patterns, *Cognitive Processes, *Expectation, Locus of Control, Path Analysis, *Performance Factors, Predictor Variables

Literature from organizational and social psychology has suggested that three types of factors influence performance, i.e., cognitive, affective and behavioral. A model was developed to test a set of propositions concerning the relationship between the three kinds of factors, and included attributions, expectancies, general emotional responses to prior performances, task satisfaction, prior task performance, subsequent effort, and final performance. Data were collected from business students ($N=93$) participating in a business decision-making game. Path analysis results provided considerable support for the model, including that: (1) attributions for outcome at midpoint of the game were influenced by quality of the outcome; (2) higher expectations were associated with internal attributions; and (3) affective responses were a function of prior performance, internal attributions, and high expectancies. The findings demonstrate the interplay of a variety of causal factors that contribute to performance outcome. (Author/JAC)

ED 212 971

CG 015 765

Billingham, Katherine A. And Others
Influences of Sex Differences and Achievement on Test Anxiety.

Pub Date—Aug 81

Note—15p; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, *Achievement Need, Achievement Tests, College Students, Factor Analysis, Higher Education, Psychological Testing, Psychometrics, *Sex Differences, *Student Characteristics, *Test Anxiety, Test Norms, Test Reliability

Identifiers—*Sarason Test Anxiety Scale

Research has recognized that anxiety may exert a debilitating effect on students' academic performance; however, many studies of test anxiety have been limited by their failure to consider sex differences. Two studies were conducted to analyze sex differences of the Test Anxiety Scale (TAS) and achievement correlates and to validate a factor analytic study of the TAS. In the first study, TAS scores plus Richardson Factors I and II from 694 freshmen were correlated with high school rank, ACT (American College Test) scores, and grade point average. In the second study, 42 subjects completed the TAS and several achievement attitude measures and anxiety measures. In both studies, females had higher scores than males on TAS and Richardson Factors I and II. For females, test anxiety was related to achievement measures and attitudes. The findings confirm the importance of sex differences in test anxiety. (Author/JAC)

CS

ED 212 972

CS 006 427

Underwood, Geoffrey

Attention and Word Recognition in Skilled Reading.

Spons Agency—Medical Research Council, Cambridge (England). Applied Psychology Research Unit.

Pub Date—Aug 81

Grant—G-978-1173-N

Note—14p; Paper presented at the Annual Meeting of the European Conference on Reading (2nd, Joensuu, Finland, August 2-5, 1981). Not available in paper copy due to marginal legibility of original document.

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Associative Learning, *Attention, *Cognitive Processes, College Students, Higher Education, Phoneme Grapheme Correspondence, *Reading Comprehension, *Reading Research, Selection, *Semantics, *Word Recognition

Two experiments were conducted to determine the features of text to which skilled adult readers need to attend while reading and the features that either are of minimal importance or can be processed automatically without directed processing. In the first experiment, 12 college students attended to a timed picture naming task, in which a picture was presented to a subject for naming at the same time that a word was presented to the picture's right. The pictures were shown in each of five experimental conditions: (1) with no word, (2) with a series of letters that could not be construed as an English word, (3) with letters that were an approximation of an English word, (4) with a word that was not an associate, and (5) with a semantic associate word. In the second experiment, 14 college students were asked to determine whether a series of letters was in fact an English word. Accompanying each series of letters was an unattended stimulus word. The two experiments showed that for skilled readers the meanings of words are recognized automatically, and that the grapheme-to-phoneme correspondence rules also operate automatically. (FL)

ED 212 973

CS 006 477

Hicks, Reta D. And Others

Relationships of the Cognitive Tempos of Elementary School Children and Responses on the Cloze Informal Reading Inventory.

Pub Date—Dec 81

Note—12p; Paper presented at the Annual Meeting of the National Reading Conference (31st, Dallas, TX, December 2-5, 1981).

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cloze Procedure, Cognitive Tests, *Conceptual Tempo, Elementary Education, Elementary School Students, Informal Reading Inventories, Measurement Techniques, *Reading Diagnosis, *Reading Research, *Time Factors

(Learning)

Student cognitive tempo is commonly determined through scores on the Matching Familiar Figures (MFF) test. According to the speed and accuracy of their responses to items on the test, students are classified as either reflective or impulsive. While little is known about the response patterns of reflective and impulsive individuals on specific reading tasks, the nature of reading would imply that reflective individuals would perform better. To test this belief, a study was conducted to determine the relationships between types of responses made by elementary school children on a cloze informal reading inventory (CIRI) and scores on the MFF. Subjects were 125 second through sixth grade students who were administered the MFF and CIRI that had been constructed from a basal reader series. The results showed that types of responses made on the CIRI were not affected to a significant degree by cognitive tempo as measured by the MFF. (FL)

ED 212 974

CS 006 480

Foltz, Mary Jo Wisneski

The Relationship of Classification Abilities and Reading Achievement of Second and Third Grade Remedial Readers.

Pub Date—Jan 82

Note—19p; Paper presented at the Annual Meeting of the International Interdisciplinary UAP-USC Conference on Piagetian Theory and the Helping Professions (12th, Los Angeles, CA, January 8-9, 1982).

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cognitive Processes, *Models, Primary Education, Reading Achievement, *Reading Comprehension, Reading Processes, *Reading Research, Remedial Reading, *Word Recognition Identifiers—*Metalinguistic Awareness, *Piagetian Theory, Schemata

An integrated, three-dimensional cognitive model of reading comprehension was used to investigate the relationship between Piagetian theory (classificational reasoning abilities that emphasize the tacit use of metalinguistic concepts), and reading acquisition (word recognition and reading comprehension). Twenty-four second and third grade remedial readers were administered measures of classificational reasoning ability, word recognition, and reading comprehension. The results of a correlational analysis indicated that a small but definite relationship existed between classificational reasoning and reading comprehension and an almost negligible positive relationship between classificational reasoning and word recognition ability. The findings suggest that metalinguistic knowledge may be more applicable to reading comprehension than to word recognition activities. (FL)

ED 212 975

CS 006 483

Nelson, Robert L.

Love for and Reading.

Pub Date—May 81

Note—15p; Paper presented at the Annual Meeting of the International Reading Association (26th, New Orleans, LA, April 27-May 1, 1981). Original document marginally legible.

Pub Type—Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Elementary Secondary Education, Higher Education, *Reading Attitudes, *Reading Instruction, *Student Attitudes, *Teacher Role, Teaching Methods

Children are taught to read in a number of ways, are helped by reading specialists, tutors, parents, and peers, and are provided with a variety of materials designed to meet their needs and interests. Yet many children grow up with not only a dislike for reading, but a fear of it. It is not enough for teachers to develop reading skills in their students, they must endeavor to develop in them a love for reading that will last throughout their lives. Teachers who wish to promote positive reading attitudes in their students might consider these suggestions: (1) rather than force reading, make it so attractive it cannot be resisted; (2) do not fragment reading, but rather allow students to discover the beauty of language while reading whole passages; (3) share readings orally with students; (4) allow time for reading in class; (5) eliminate fear of reading by accepting errors as a natural part of life; (6) provide a variety of reading materials; (7) do not stigmatize poor readers; (8) believe in students and expect them to suc-

ceed; and (9) listen to what students have to say. Schools have too often become cold, formal, and inhumane places. Only when they become warm, relatively informal, and caring places will they produce love and reading as partners. (FL)

ED 212 976 CS 006 484

Kay, Paul

Three Properties of the Ideal Reader.

Pub Date—Mar 82

Note—34p.

Pub Type—Information Analyses (070)—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Cognitive Processes, Discourse Analysis, *Expectation, Language Processing, *Learning Theories, Prior Learning, *Reading Processes, *Reading Research Identifiers—Inferences, *Reading Strategies, *Schemata

The main experience of an ideal reader while reading a text is an "environment" of that text, a representation in the reader's mind of the content of the text. According to this view the environment grows and sometimes changes as the reader progresses through the text, and the ideal reader not only updates and supplements the environment of the world the text is describing but also formulates hypotheses, asks questions, notes evidence, and generally accomplishes a variety of processing operations. Based on a variety of examples, there are three properties that an ideal reader uses to construct the environment of a text, two of which have to do with the structure of the environment, while the third concerns the embedding of both the environment itself and the processing operations that produce it. The first property is the ability to "read between the lines," to draw inferences that are not directly warranted by the grammar and lexicon of the text but that are still necessary to derive a coherent environment. The second property is the incorporation of the idea of a trusting reader into the concept of an ideal, sophisticated reader; thus, an ideal reader becomes aware of the expectations one has about reading and how these expectations can be manipulated by the author and the text. The third property involves a parsimony principle; that is, the organization of the environment—its expectations (schemata), its inferences, and its resulting hypotheses—is arranged in the simplest scenario possible. (RL)

ED 212 977 CS 006 485

Blass, Rosanne J. Jurenka, Nancy

Is the Communication Nature of Reading Being Communicated to Beginning Readers?

Pub Date—[79]

Note—13p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Beginning Reading, Classroom Communication, *Classroom Environment, *Communication (Thought Transfer), Grade 1, Interaction, Primary Education, *Reading Achievement, *Reading Instruction, *Reading Research, Student Teacher Relationship

Studies of successful beginning readers have suggested two factors—a responsive communication environment and the awareness of reading as communication—that contribute to early success in reading. In light of this, a study was conducted to identify and differentiate high communication and low communication classrooms and to explore the relationship between classroom environment and children's perceptions of the reading process. An observer spent 15 minutes in each of 15 first grade classrooms gathering information about the environment through a 57-item checklist. Checklist scores were then used to rank the classrooms as high or low communication environments. Next, ten children from the highest and ten from the lowest scoring classrooms were interviewed using a questionnaire that measured their perceptions of the reading process. Results showed that all classrooms tended to be oriented toward a fragmented skills approach to reading instruction, and that only one classroom qualified as a high communication environment. Two children from that classroom indicated an awareness of reading as communication, while none of the children from the low communication classroom did so. A total of eleven children indicated an awareness of reading as word recognition or decoding, and three indicated that reading was a classroom procedure. The findings suggest that the communication nature of reading is not being conveyed to beginning readers. (Copies of the

checklist and the questionnaire are included in the paper.) (FL)

ED 212 978 CS 006 486

Starkey, Roberta Starkey, John

Some Differences between Third Graders Who Read Up to Expectancy and Those Who Read Below Expectancy.

Pub Date—[81]

Note—6p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Aptitude, *Comparative Analysis, Family Influence, Grade 3, Primary Education, *Reading Achievement, *Reading Attitudes, Reading Habits, Reading Instruction, *Reading Research, Television Viewing

A study was conducted to determine some differences between third grade children who were reading up to expected levels and those who were reading below expectancy as determined by the Spache formula. Subjects were 210 students reading at or above expectancy and 147 students reading below expectancy. In private interviews, each student was asked a number of questions about a variety of topics, including their attitudes toward reading and school. Those who read up to expectancy were more likely to understand why they were asked to complete worksheets at school, to read in bed at home, to have a hobby and a pet, and to enjoy reading at home than were those who were reading below expectancy. No difference was found between the two groups in terms of mothers working outside the home, the amount of television watched, or favorite books or television programs. Recess was the favorite school activity of both achievers and underachievers. (HTH)

ED 212 979 CS 006 488

Smith, Nancy J.

Teaching the Language Arts Through SAQ: Students Asking Questions.

Pub Date—Oct 81

Note—8p.; Paper presented at the Annual Meeting of the Plains Regional Conference of the International Reading Association (9th, Des Moines, IA, October 22-24, 1981).

Pub Type—Guides - Classroom - Teacher (052)—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Basal Reading, Beginning Reading, *Classroom Techniques, Content Area Reading, Critical Reading, *Critical Thinking, Discussion (Teaching Technique), Grade 3, Language Arts, Primary Education, *Questioning Techniques, Reading Instruction, Reading Research, *Reading Skills, Urban Education

Identifiers—Reading Strategies

Students Asking Questions (SAQ) has proved to be a simple, effective method for teaching urban third grade students to generate literal, inferential, and critical questions from their readings of instructional materials. Teachers using the SAQ method prepare students for reading a selection from a basal reader by offering one literal, one inferential, and one critical question about the material as models. The teacher asks these sample questions and solicits similar questions from the students during regular reading lessons and encourages the students to create and record their own questions about texts during and after silent reading. When the effect of SAQ on student question generation was investigated in 12 third-grade classrooms, the results showed that students of low, average, and high reading abilities in the SAQ groups generated significantly more literal, inferential, and critical questions than comparable students in control groups. The advantages of SAQ include its adaptability to any written materials, its effectiveness with groups of varying sizes, increased student participation in class discussions, and the integration of reading, writing, and listening skills. Thus SAQ can renew enthusiasm for the instructional process while it involves readers in the process of thinking and communicating. (RL)

ED 212 980 CS 006 489

Smith, Nancy J. Harris, Mary McDonnell

A Guide for Planning an Outreach Strategy.

Pub Date—Oct 81

Note—12p.; Paper presented at the Annual Meeting of the Plains Regional Conference of the International Reading Association (9th, Des Moines, IA, October 22-24, 1981).

Pub Type—Speeches/Meeting Papers (150)—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Community Involvement, Elementary Secondary Education, *Family Involvement, *Outreach Programs, Program Administration, Program Content, *Program Development, Reading Instruction, *Reading Programs

Educators, recognizing the role of the home in preparing a child for reading and in fostering reading growth, have organized outreach programs to systematically utilize home influence. However, thoughtful planning is needed if these programs are to make the most of family involvement. Consideration of who, what, when, where, and how provides a structure to guide the information gathering process necessary for decision making in program planning. In thinking of who can be reached, it is helpful to consider who, other than the parent, has concern for the child. It is also wise to consider who, in addition to a school agency, can contact advocates, conduct meetings, distribute literature, and perform other tasks associated with a particular project. Another factor that is essential to the success of an outreach program is identifying its objectives. The following questions should be helpful in determining what the program should accomplish: (1) Is the goal to increase the child's interaction with a more mature speaker or reader? (2) Should the program provide skill instruction for adults? (3) Should the program teach advocates how to facilitate acquisition of reading skills by children? and (4) Should the program promote family support for education and facilitate information exchange? Once the goals of a program have been established, some of the specific means of accomplishing these goals can be addressed. Final consideration should be given to when and where the program will occur. (HOD)

ED 212 981 CS 006 491

Torrance, Nancy Olson, David R.

Oral Language Competence and the Acquisition of Literacy.

Pub Date—Mar 82

Note—26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Beginning Reading, *Child Language, *Communication Skills, Discourse Analysis, Foreign Countries, Language Acquisition, *Language Processing, *Oral Language, Primary Education, *Reading Ability, *Reading Research, Reading Skills, Structural Analysis (Linguistics) Identifiers—Canada

The language of 29 Canadian children was sampled during the first two years of schooling in free conversations and in more formal school-like tasks as part of a three-year longitudinal study of the properties of oral language and their relation to other measures of cognitive, linguistic, and reading performance. The language samples were subjected to various speech act, grammatical, pronominal, propositional, and cohesion analyses. Preliminary findings suggested ways in which oral language competence related to the development of reading. To summarize, the interrelationships between the structural and conversational variables measured suggest that the more sophisticated maintenance of a topic and the tendency to initiate a remote or abstract topic may be related to (1) the child's facility with the more complex structures of language, namely subordination and coordination, and (2) the occurrence of a range of psychological verbs, such as the linguistic verbs "say" and "talk," the affective verbs "love" and "hate," the cognitive verbs "think" and "mean," and the perceptual verbs "see" and "listen." In general, one side of oral competence, that which relates to the complexity of linguistic structure, appeared to be related to the acquisition of reading skills, while a second aspect of oral competence, pertaining to the initiation and maintenance of discourse topics in conversations, was not related to reading skill. (RL)

ED 212 982 CS 006 493

Jacobowitz, Tina

Teaching Previewing Techniques to High School Students.

Pub Date—[80]

Note—13p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Advance Organizers, *Classroom Techniques, *Content Area Reading, High Schools, High School Students, Inquiry, Organization, Prior Learning, Questioning Techniques, *Reading Comprehension, Reading Skills, *Study Skills, Teaching Methods

Identifiers—*Reading Strategies, *Skimming (Reading)

The strategies of active surveying and active skimming are previewing techniques that may enable high school students to discover independently the macrostructure of expository materials. Research has indicated that advanced knowledge of overall discourse structure improves reading comprehension by serving as a framework for organizing new, incoming information. The two reading strategies help supply such advanced knowledge, while developing and reinforcing skills necessary for proficient reading. When students use these strategies, they learn to approach texts with purposes and expectations, to ask questions using their background knowledge as a resource, to hypothesize answers to their questions, to confirm or refute their answers when reading, and to further interact with the text by generating additional questions as they read. High school teachers should incorporate the active surveying and active skimming strategies into their content area lessons so that their students will be able to cope effectively with the reading demands of college courses. (An outline of a group activity in surveying a chapter, and an exercise in active skimming are included.) (RL)

ED 212 983

CS 006 495

Carroll, Bonnie A. Drum, Priscilla A.

The Effects of Context Clue Type and Text Type on the Comprehension of Unknown Words.

Pub Date—Dec 81

Note—16p.; Paper presented at the Annual Meeting of the National Reading Conference (31st, Dallas, TX, December 2-5, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Content Area Reading, *Context Clues, Expository Writing, Fiction, Grade 8, Junior High Schools, Reading Ability, *Reading Comprehension, *Reading Research, Sciences, *Semantics, *Word Recognition

A study examined the use of context clues in identifying unknown words embedded in three types of text (fiction, expository, and science). Subjects were 24 eighth grade students: 12 read three passages at the fifth grade level, each with four content words deleted from them and replaced with pseudowords. Context clues for these pseudowords were systematically varied by type (definition and synonym) and direction (before and after the word). Each student read each passage silently, then responded with the word that fit the place of the nonsense word, citing the specific clue within the passage that helped to determine what the real word should be. As expected, high ability students outperformed low ability students, who took more time to complete the tasks and whose strategies for using context clues were not as highly developed. The fiction and expository texts elicited more correct responses (the target words or their synonyms) than did the science text. Clue identification scores were higher for fiction and expository texts, while word replacement scores were higher for the science passage. Type of clue did not affect scores substantially, though definition clues seemed more effective in eliciting correct responses in the fiction text. Clues placed before the target words were more useful in both the fiction and the expository texts, while the clues placed after the target words were more effective in the science text. (An appendix contains passages read by the students.) (RL)

ED 212 984

CS 006 496

Charry, Myrna B.

The Impact of Interest on Academic Achievement.

Pub Date—81

Note—8p.; Paper presented at the Annual Meeting of the International Reading Association (26th, New Orleans, LA, April 27-May 1, 1981). Original document marginally legible.

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academic Achievement, *Educational Philosophy, Educational Research, Higher Education, *Interest Research, Reading Achievement, Reading Interests, Reading Research, *Student

Identifiers—Intrinsic Motivation

There is ample theoretical and experimental evidence showing the positive impact of interest on academic achievement to suggest that college administrators might be well advised to include "expressed interest" in test batteries designed to facilitate the accurate placement of students in particular courses and curricula. J. Dewey was the first to attempt to define interest, asserting that it came from within a person, resulting from the connection of the self to an object. E. Thorndike, agreeing with Dewey that interest was a self-expressed activity, proposed that using the learner's interest was the key to learning. Followers of Thorndike surveyed students' interest in particular subjects, correlating results with academic achievement to find a strong correlation between the two. Later studies found a correlation between grades and student motivation, but these investigated the effects of external rewards as opposed to the earlier studies of intrinsic interest. Within the past decade, reading research has shown a positive correlation between students' expressed interests and reading achievement. Occasionally, students' interests have been incorporated in predictive batteries and used as further sources of variance in the prediction of academic success. One study found that the variance provided by the interest inventory made a unique contribution in significantly increasing the validity of predicting grade point average. (HTH)

ED 212 985

CS 006 497

Katz, Ina Singer, Harry

The Substrata-Factor Theory of Reading: Differential Development of Subsystems Underlying Reading Comprehension in the First Year of Instruction.

Pub Date—Dec 81

Note—20p.; Paper presented at the Annual Meeting of the National Reading Conference (31st, Dallas, TX, December 2-5, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Beginning Reading, Influences, Instructional Systems, Phoneme Grapheme Correspondence, Phonology, Primary Education, *Reading Comprehension, *Reading Instruction, *Reading Processes, *Reading Research, Reading Skills, Semantics, Syntax, *Teaching Methods, Theories

Identifiers—*Reading Strategies

A study tested the instructional hypothesis that variation in instructional methods in the initial stages of formal reading development will differentially develop subsystems for attaining comprehension. The 91 kindergarten and first grade students in the study received their usual reading instruction plus supplementary instruction in one of four specified treatment conditions that emphasized development of a particular linguistic subsystem (graphophonemics, morphophonemics, semantics, and syntax). The Metropolitan Reading Instructional Tests (MRIT) and specially developed criterion referenced tests (CRT) were used to measure the dependent variables. Analyses of variance indicated that supplementary instruction had a differential but statistically significant effect in the expected direction on all four of the CRT subtests and on one of the six MRIT subtests. There were no significant differences between treatment groups on reading comprehension. These results supported the hypothesis that variation in instructional methods leads to differential development of the subsystems underlying achievement in reading comprehension. (RL)

ED 212 986

CS 006 498

Merrion, Margaret Dee

Arts Integration Parallels Between Music and Reading: Process, Product and Affective Response.

Pub Date—81

Note—7p.; Paper presented at the Annual Meeting of the International Reading Association (26th, New Orleans, LA, April 27-May 1, 1981).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Elementary Education, Integrated Activities, Integrated Curriculum, *Language Arts, Learning Activities, Listening, *Literature Appreciation, *Music, *Music Appreciation,

Reading Instruction, *Recreational Reading

The process of aesthetic education is not limited to the fine arts. Parallels may be identified in the language arts and particularly in the art of creative reading. As in a musical experience, a creative reader will apprehend the content of the literature and couple personal feelings with the events of the reading experience. Parallel brain processes between music and reading have also been identified in research. Musical experiences are functional in nurturing such abilities as listening skills, sequential thinking, and recognizing spatial and perceptual relationships, plus linear thinking, which are all germane to the reading task. The relationship between music and reading can be analyzed in a parallel manner. Music has timbre and tonal nuances, while literature has vocabulary, usage, and innuendo of the language. In music there is rhythm, and in literature there is style, including flow, pace, and transitions. Both the listener and the reader bring past experiences to the musical and reading event, and both experience a play of imagery as the music or story unfolds. Furthermore, both listening and reading entail a pleasurable mood and involve the intellectual activity of following the unfolding musical structure or literary plot, themes, and characters. Once these parallels are better understood, they may be effectively used within instructional programs to collaborate in bringing about a truly integrated education. (HTH)

ED 212 987

CS 006 499

Freebody, Peter Anderson, Richard C.

Effects of Vocabulary Difficulty, Text Cohesion, and Schema Availability on Reading Comprehension. Technical Report No. 225.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Nov 81

Contract—400-76-0116

Note—51p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Cohesion (Written Composition), Compensation (Concept), Content Area Reading, *Difficulty Level, Grade 6, Intermediate Grades, Prior Learning, *Reading Comprehension, *Reading Processes, *Reading Research, Reading Skills, Social Studies, Theories, *Vocabulary

Analyses

Two experiments assessed the effects of text cohesion and schema availability on sixth grade children's comprehension of social studies passages that varied in vocabulary difficulty. The purpose of the experiments was to test the compensation hypothesis within the interactive theory of reading, which assumes that reading involves many complementary levels of analysis and states that when one source of knowledge about the meaning of a text element is inoperative, other sources of knowledge may provide alternative ways of determining meaning. In the first experiment, 75 sixth grade students read texts that varied in cohesion (the linguistic features contributing to the unity of a text). The analyses of free recall, summarization, and sentence verification (recognition) measures revealed no interactions between cohesion and vocabulary difficulty, although difficulty of vocabulary significantly affected students' performances on the recall tasks. In the second experiment, 82 sixth grade students read passages in which topic familiarity was varied to manipulate the availability of appropriate schemata. Familiarity with the topic and vocabulary difficulty significantly affected performance on the recall tasks, but the two factors did not interact. Thus, the results from these experiments did not support the compensation hypothesis. (RL)

ED 212 988

CS 006 500

Mason, Jana M. McCormick, Christine

An Investigation of Prereading Instruction for a Developmental Perspective: Foundations for Literacy. Technical Report No. 224.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Nov 81

Contract—400-76-0116

Note—40p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Beginning Reading, *Developmental Stages, Early Childhood Education, Models, *Prereading Experience, Preschool Children, Prior Learning, Reading Instruction, *Reading Readiness, *Reading Research, Student Teacher Relationship, *Teaching Methods

A model of reading development was tested by examining preschool children's knowledge of print, their interactions with a teacher, and their parents' perceptions of children's attitudes toward printed materials. The central tenet of the tested model was its hierarchical notion of children's progress in learning to read, leading to the assumption that instruction must first be compatible with the learner's conceptual understanding of the topic before providing more complex instruction. Fifteen three- to six-year-old children participated in ten prereading lessons as members of either story-oriented groups (lower level of reading understanding) or print-oriented training groups. The story-oriented lessons emphasized activities matched to the children's level of reading understanding, while the print-oriented lessons utilized activities both at the children's level and at the next level of reading understanding. Posttest data confirmed that the prereading lessons fostered children's interest and improved their knowledge about how to read. Analyses of teacher-student interactions indicated that the activities matched to the children's level of reading development were more effective than those that were not. (RL)

ED 212 989

CS 006 501

Navon, David

The Seemingly Appropriate but Virtually Inappropriate: Notes about Characteristics of Jokes. Technical Report No. 223.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Nov 81

Contract—400-76-0116

Note—39p.

Pub Type—Reports - Evaluative (142) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Cognitive Processes, *Concept Formation, Conflict Resolution, *Congruence (Psychology), *Humor, *Verbal Stimuli

Identifiers—*Jokes

A prevalent theory about the cognitive aspect of humor is that most humorous stimuli are characterized by incongruity that is first perceived and then resolved. However, the combination of incongruity and resolution is not sufficient for constituting a joke-resolution should be inadequate as well. In other words, resolution is brought about by the receiver's disregard of an essential piece of information that is not explicitly stated but is typically assumed or inferred and that actually makes the initial information unambiguous. Thus, the incongruity only appears to be resolved because the resolution conflicts with valid reasoning made previously. The resolution is seemingly appropriate but virtually inappropriate. A joke is understood when the listener realizes not only the incongruity or its possible resolution, but also the predication of the resolution on overlooked knowledge that seems essential for proper interpretation. In contrast with the concept of a joke, which is a category of stimuli, funniness is a continuum, not a category. Many factors, none of which is either a necessary or a sufficient condition in itself, may contribute to the amount of funniness, independently or interactively. (HOD)

ED 212 990

CS 006 502

Iran-Nejad, Asghar And Others

Affect: A Functional Perspective. Technical Report No. 222.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Oct 81

Contract—400-76-0116

Note—66p.

Pub Type—Information Analyses (070) — Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Affective Behavior, *Emotional Response, Models, Neurological Organization, Reading Attitudes, *Reading Research, *Re-

search Design, *Research Needs, *Theories

Identifiers—*Functional Context

This paper presents a coherent account of affect based on the functional properties of the nervous system. The paper begins with a brief discussion of the nature of a structural theory and contrasts it with a functional view. Then the functional view is discussed in more detail. The following two assumptions of the functional view are described: emotions are created by the simultaneous activity of various components of the neuronal system and emotional structures persist only as long as the underlying neuronal elements remain in a state of functioning. Next, the paper demonstrates that traditional psychological research on affective variables is more consistent with a functional theory of affect as opposed to a structural theory. Finally, some of the empirical implications of the functional view are discussed in terms of the study of affective functioning. (RL)

ED 212 991

CS 006 503

Tierney, Robert J. Mosenal, James H.

The Cohesion Concept's Relationship to the Coherence of Text. Technical Report No. 221.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Oct 81

Contract—400-76-0116

Note—44p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Analysis of Variance, *Coherence, *Cohesion (Written Composition), *Correlation, Factor Analysis, Grade 12, High Schools, *Reading Research, Secondary School Students, *Writing Research

Identifiers—*Text Structure, *Textual Analysis

Using M. A. K. Halliday's and R. Hasan's concept of cohesion, a study examined statistical accounting of cohesive ties as a means of measuring and evaluating text coherence. Twelve grade twelve students were provided outlines on two topics and asked to write essays for each topic. One group of six students was familiar with the topics, the other group of six students unfamiliar. Cohesive patterning was determined, based on a cohesive analysis of each text. A MANOVA revealed the effect of topic on cohesive patterning but showed no effect of familiarity on cohesion. When the essays were ranked according to their level of coherence and compared to the ordering of texts according to the cohesive analysis, no relation appeared between coherence ranking and cohesive patterning. Additional analyses of types of cohesive ties showed no significant relation between specific types of cohesive patterning and coherence. It was concluded that the cohesion of a text, as defined by Halliday and Hasan, bears no direct, causal relationship to the coherence of text. (RL)

ED 212 992

CS 006 504

Riska, Victoria J. Alvarez, Marino C.

Using a Thematic Organizer to Develop Conceptual Comprehension in Fourth, Fifth, and Sixth Grade Remedial Readers.

Pub Date—Dec 81

Note—12p; Paper presented at the Annual Meeting of the American Reading Forum (2nd, Sarasota, FL, December 10-12, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Advance Organizers, Content Area Reading, Intermediate Grades, Prior Learning, *Reading Comprehension, Reading Improvement, *Reading Research, Recall (Psychology), *Remedial Reading, *Teaching Methods, *Thematic Approach, Tutoring

Identifiers—*Schemata

A study investigated the effectiveness of using thematic organizers to increase the reading comprehension of poor readers. The thematic organizer was used to expand the readers' prior knowledge by defining the implied thematic concept and presenting relevant examples of that concept. Twenty-four fourth, fifth, and sixth grade students who had been classified as below-average readers were assigned to one of two remedial reading tutorial groups. The tutors for these groups used the same teaching script with the following exception: tutors in the experimental condition used a thematic organizer with their reading assignments, while tutors in the com-

parison group used a set of prereading questions. Analyses of pretest and posttest comprehension scores showed that the students in the experimental group performed significantly better than the students in the comparison group on literal retellings, inferential retellings, literal recall questions, and inferential questions. The experimental group also recalled more of the most important idea units and more complete propositions (preserving the meaning of the original passage units) than did the comparison group. (RL)

ED 212 993

CS 006 505

Cramer, Eugene H.

Reading Comprehension and Attitude of High and Low Imagery: A Comparison.

Pub Date—Dec 81

Note—9p; Paper presented at the Annual Meeting of the National Reading Conference (31st, Dallas, TX, December 2-5, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Grade 11, High Schools, *Reading Achievement, *Reading Attitudes, *Reading Comprehension, *Reading Research, Recall (Psychology), *Visualization

Identifiers—*Prose Learning

Thirty eleventh-grade students were the subjects of a study to determine whether a person reporting a high degree of mental imagery in reading would also score well on comprehension tests and report a positive attitude toward reading. Subjects were first given the Estes Reading Attitude Scale, the results of which indicated no significant differences between the subjects' attitudes toward reading and those of their nonsubject classmates. Three days later, the subjects read two prose passages, one of a high image-evoking nature, the other low image-evoking. Comprehension was assessed by means of a short answer test with literal-recall and inferential questions, and by a modified cloze test. A visual-recall task was also given, following a brief questionnaire in which the subjects stated whether or not they had experienced mental imaging during the prose comprehension task, how much, which passages were easier and whether or not they liked to read. The results of the comprehension tests and the questionnaire indicated that in every case high imagery students performed at the highest level, moderate imagery students at a middle level, and low imagery students at the lowest level on both of the prose comprehension tasks and on the visual-recall task. Surprisingly, the moderate imagery subjects had the lowest mean score on the attitude test. The results supported the idea that mental imagery is related to comprehension as well as to attitude. (HTH)

ED 212 994

CS 006 506

Alvermann, Donna E.

Reading Achievement and Linguistic Stages: A Comparison of Disabled Readers and Chomsky's 6- to 10-Year-Olds.

Pub Date—Nov 81

Note—27p; Paper presented at the Annual Meeting of the National Reading Conference (31st, Dallas, TX, December 2-5, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Age Differences, *Developmental Stages, Elementary Education, Intelligence, *Language Acquisition, Learning Disabilities, *Listening Comprehension, *Reading Achievement, Reading Comprehension, *Reading Difficulties, *Reading Research, Socioeconomic Status, *Syntax

To assess and then compare stages of language acquisition in disabled readers with those identified by Chomsky in a study of normal readers, a study examined (1) whether the order of emergence of certain syntactic structures is the same for six to ten-year old disabled readers as it was for Chomsky's normal readers, (2) whether there are differences between disabled readers and Chomsky's normal readers in their comprehension of these syntactic structures, (3) whether the number of subjects at each of the five linguistic stages differs according to type of reader, and (4) the extent to which measures of reading exposure, reading achievement, age, IQ, and socioeconomic status relate to stages of linguistic development in disabled readers. The listening comprehension of sixty disabled readers was tested on all five of Chomsky's syntactic structures. The children and their parents were also inter-

viewed to obtain an estimate of the children's reading background and current reading ability. Results showed that disabled readers differed significantly from normal readers in the number of syntactic structures comprehended and the number of subjects at each of the five linguistic stages. Only the syntactic complexity level of material read or listened to correlated significantly with the linguistic state of development. No relationship was found between linguistic state of development and any of the following: reading achievement, age, IQ, and socioeconomic status. (Author/HOD)

ED 212 995 CS 006 507

Pevely, Stephen T.

The Effects of Diagrams-Before Text vs. Diagrams-After Text in the Processing of Novel Text Information.

Pub Date—Aug 81

Note—133p.; M. S. Thesis, Pennsylvania State University.

Pub Type—Reports - Research (143) — Dissertations/Theses - Masters Theses (042)

EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Advance Organizers, College Students, Content Area Reading, *Diagrams, Higher Education, Prior Learning, *Reading Comprehension, *Reading Research, Recall (Psychology), *Retention (Psychology), Visual Stimuli

Identifiers—*Pictures

A study examined whether pictures presented in advance of reading a text (advance organizers) as compared to pictures presented after reading a text (postorganizers) would significantly enhance the reader's retention of the text's content. Sixty college students rated their familiarity with six topics, then read materials presented on the three topics with which they were least familiar. The presentation was in one of the following conditions: pictures before text (DT), pictures after text (TD), pictures simultaneously with text (ST), the same picture twice (DD), and the same text twice (TT). Free recall and short answer criterion measures were used to assess comprehension. Contrary to hypotheses, the only factor to affect the number of correct responses significantly and positively was the material presented second. In particular, when text followed an earlier presentation of diagram or text (DT or TT), scores on the free recall and short answer tests were significantly higher than when a diagram followed an earlier presentation of diagram or text. The order of experimental conditions, from most to fewest correct responses, was TT, ST, DT, TD, and DD. There was also greater recall/comprehension for the first story that was read in the sequence of three and for the story ranked most familiar of the three stories read. (RL)

ED 212 996 CS 006 517

Duffy, Gerald G. And Others

Two Styles of Direct Instruction in Teaching Second-Grade Reading and Language Arts: A Descriptive Study.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.

Spons Agency—National Inst. of Education (ED), Washington, DC. Teaching and Learning Program.

Report No.—IRT-RS-100

Pub Date—Aug 81

Contract—400-76-0073

Note—63p.

Available from—The Institute for Research on Teaching, 252 Erickson Hall, Michigan State University, East Lansing, MI 48824 (\$4.25).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Case Studies, Comparative Analysis, Educational Strategies, Elementary School Teachers, Grade 2, *Language Arts, *Methods Research, Primary Education, *Reading Instruction, *Teaching Methods, *Teaching Styles

Identifiers—*Direct Instruction

The term "direct instruction" is often used by researchers and educators as if there were consensus regarding its meaning, when in fact, it covers a variety of qualitative differences. To test this hypothesis, two second grade teachers, each categorized as a proponent of direct instruction, were studied using descriptive techniques. The first teacher, a regular classroom teacher, had taught for 7 years, was a leader of a second-grade teaching team, was completing a masters degree, welcomed professional growth opportunities, and aspired to be a leader in staff development. The second teacher was a profes-

sor and researcher of reading instruction who had previously taught in elementary schools. Each teacher was observed daily for 7 days, interviewed twice, and maintained a daily journal about his or her teaching. These data were used to compile case studies of the two teachers. Analysis of the data revealed that, while both teachers were superficially similar in terms of professional concern, management, grouping, and treatment of high and low reading groups, they were quite different in their conception of instructional role, response to mandates, and use of commercial materials. The findings support the hypothesis that the term direct instruction can mean many things. (Appendixes contain the case studies of the two teachers.) (FL)

ED 212 997 CS 006 518

Carroll, Bonnie A. Drum, Priscilla A.

The Influence of Text Type and Context Clue Type on the Comprehension of Unknown Words.

Pub Date—Mar 82

Note—30p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982). For related document see CS 006 495.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Content Area Reading, *Context Clues, Expository Writing, Fiction, Grade 8, Junior High Schools, Reading Ability, *Reading Comprehension, *Reading Research, Reading Skills, Sciences, *Semantics, *Verbal Ability, *Word Recognition

Identifiers—*Text Structure

Two experiments examined the effects of definition and synonym as context clues embedded in three types of text (fiction, expository, and science). It was predicted that (1) type of text would influence clue usage; (2) difficulty of the text, based on increasingly more detailed complex information, would interfere with the use of clues; (3) clue type would influence the use of clues; and (4) high ability subjects would make more effective use of clues than low ability subjects. The subjects, 24 eighth grade students in the first experiment and 40 in the second, read three passages with four nonsense words embedded in each, then supplied a true English word for each pseudoword and the reason for replacement. Context clues for the pseudowords were systematically varied by type (definition and synonym) and by direction (before or after the target word). Results of both studies showed that high ability students outperformed average and low ability students, indicating a greater verbal ability and more effective use of clues. Both studies reported similar effects for types of texts, with the fiction passages eliciting more correct responses than the science texts. The modifications to the expository passages across experiments reinforced the stylistic differences between fiction and science texts, suggesting that different writing styles may require different reading processes. Type of clue (definition or synonym) and clue direction (before or after the target word) did not substantially affect word identification or clue usage. (An appendix contains the passages read by the students.) (RL)

ED 212 998 CS 006 520

Raphael, Taffy E. Wonnacott, Clyde A.

The Effect of Response and Type of Posttest on Understanding of and Memory for Text.

Pub Date—Dec 81

Note—22p.; Paper presented at the Annual Meeting of the National Reading Conference (31st, Dallas, TX, December 2-5, 1981). For related documents see CS 006 521.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cognitive Processes, Elementary Education, Grade 4, Grade 8, Memory, *Questioning Techniques, *Reading Comprehension, *Reading Research, Recall (Psychology), *Retention (Psychology), *Test Format

Identifiers—Adjunct Questions, *Prose Learning, Text Structure

A study examined whether (1) the performance of students on text explicit (TE), text implicit (TI), and script implicit (SI) questions inserted in a text would vary as a function of the type of question received; (2) students responding in writing to the inserted questions would perform at a higher level on a subsequent criterion test than those responding covertly or mentally; (3) student performance levels would be higher on a multiple choice recognition

test than on a short answer recall one; and (4) patterns of student performance would remain constant across developmental levels. Subjects were 97 fourth grade and 102 eighth grade students who read a 600-word passage, responded to questions in either the TE, TI, or SI condition, and completed a reading comprehension posttest. Students in the overt condition were asked to write their responses to the inserted questions, while those in the covert condition were told only to think carefully about their responses. The reading comprehension posttest questions were prepared in either a short answer or a multiple choice format. Results showed no interaction between inserted question and test question type, and eighth grade students performed better in the overt condition than did fourth grade students. In addition, it was found that student performance was higher on recognition than on recall tasks and that performance patterns did not remain constant across developmental levels. (FL)

ED 212 999 CS 006 521

Raphael, Taffy E. Wonnacott, Clyde A.

The Effect of Metacognitive Awareness Training on Question-Answering Behavior: Implementation in a Fourth Grade Developmental Reading Program.

Pub Date—Dec 81

Note—30p.; Paper presented at the Annual Meeting of the National Reading Conference (31st, Dallas, TX, December 2-5, 1981). For related document see CS 006 520.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Content Area Reading, Grade 4, *Inservice Teacher Education, Intermediate Grades, *Metacognition, *Program Effectiveness, *Questioning Techniques, Reading Ability, *Reading Instruction, Reading Programs, *Reading Research, Student Reaction, Teaching Methods, Test Format

Identifiers—*Question Types, Reading Strategies, Text Structure

A study investigated the effects of a teacher inservice program on teaching fourth grade students the functional relationship between questions and the response information to which they refer. Ten teachers and 180 of their students participated in the study. Three of the teachers participated in a traditional half-day teacher workshop on question-answer relationships, three in a more extensive training program that included specific materials and weekly monitoring with feedback, two in practice-only classrooms, and two in no-treatment classrooms. Pretest and posttest data examined students' performance in identifying and responding to (1) text explicit questions (with response information explicitly stated in the same sentence as the question information), (2) text implicit questions (requiring integration of text information across sentences), and (3) script implicit questions (requiring the readers to rely on their knowledge base, or schemata, for response information). Results of ten weeks of instruction revealed that high ability students outperformed average and low ability students, and that performance on text based questions was higher than performance on script based questions. Students in both training groups were superior to the control group students in the quality of their responses. Students whose teachers had received more extensive and programmatic training were better able to identify the question-answering strategy required by each question, though they did not differ in their internal consistency or response quality. (RL)

ED 213 000 CS 006 522

Santiago, Isaura Santiago And Others

Multicultural Approaches to Word Decoding and Vocabulary Development: Learning to Read in the Content Areas in the U. S. A.

Pub Date—17 Dec 81

Note—27p.; Paper presented at the International Conference on Language Problems and Public Policy (Cancun, Mexico, December 16-19, 1981).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Bilingual Education, Bilingual Students, *Content Area Reading, *Cultural Awareness, Cultural Pluralism, Elementary Secondary Education, *English (Second Language), *Language Acquisition, Learning Theories, Reading Comprehension, *Reading Instruction, Seman-

tics, *Vocabulary Development

Questioning the process by which language minority students are taught literacy in the United States, this paper argues that language skills, including reading, should not be taught in isolation, and that learning, not literacy, should be the guiding force for educators. The paper first discusses the special reading problems of the language minority students. It then reviews several traditional methods (and their limitations) of introducing such students to the basic English reading vocabulary—phonics, whole word approach, visual/motor approach, visual approach, and auditory approach. The paper next proposes that bilingual students learning to read in English in mixed language groups might benefit from a multicultural reading approach that allows them ample opportunity to perceive and conceptualize aspects of the language by using a dynamic, interdisciplinary model that includes a sequential, spiraled, cumulative approach. The paper also provides suggestions for teaching methods, materials, and enrichment activities for use with this model. (FL)

ED 213 001 CS 006 523

Louisiana Criteria of Excellence for Schoolwide Reading Programs. Bulletin 1639. Revised. Louisiana State Right to Read Commission, Baton Rouge.

Pub Date—81

Note—60p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Educational Assessment, Elementary Secondary Education, *Evaluation Criteria, Program Development, Program Evaluation, *Reading Instruction, *Reading Programs, *State Standards

Identifiers—Louisiana

Developed by Louisiana educators, this booklet offers a list of criteria designed to assist schools in structuring more effective reading programs in grades one through twelve. Various sections of the booklet contain the following: (1) the names of educators who developed the criteria; (2) a definition of a quality reading program; (3) a discussion of how the criteria can be used to ensure accountability; (4) an explanation of how to use the criteria and their accompanying rating scale; (5) a suggested method for organizing a school faculty to implement the criteria; (6) a list of the 17 criteria, as they were revised in 1981; (7) a glossary of terms; (8) suggestions for applying the criteria in a program evaluation; and (9) forms used in an evaluation, along with scoring criteria. (FL)

ED 213 002 CS 006 525

Karlin, Andrea

Oral Reading Intonation and Reading Comprehension.

Pub Date—12 Feb 82

Note—40p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (5th, Austin, TX, February 11-13, 1982).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Black Dialects, Black Students, Cloze Procedure, College Students, *Correlation, Higher Education, *Intonation, *Oral Reading, *Reading Comprehension, *Reading Research, Regional Dialects, Stress (Phonology)

Identifiers—Virgin Islands

A study investigated whether fluency in oral reading, as indicated by proper intonation, could be used as a measure of college students' reading comprehension. The study was designed to look at the three features of intonation—pitch, stress, and juncture—separately and in combination to determine whether any one or a combination of all the features could be used to assess reading comprehension. The subjects were 54 black West Indian college students whose first language was English. These students read orally two reading passages into a cassette tape player. The tapes of these readings were analyzed for characteristics of intonation. Two weeks after the oral readings, the subjects completed two cloze tests based on the two reading passages. The seven null hypotheses that were investigated in this study yielded consistent evidence that the three features of intonation (pitch, stress, and juncture) were not related to reading comprehension, when viewed either separately or in combination with one another. The results clearly and consistently indicated that measures other than the use of proper intonation

must be used to assess reading comprehension. (Appendixes contain materials used during the research, including a word recognition test, the two reading passages, a key to intonation of the passages, and the cloze tests for the passages.) (RL)

ED 213 003 CS 006 527

Nieratka, Ernest Epstein, Ira

College Students' Self-Perceptions on Factors Which Have Influenced Their Reading Ability.

Pub Date—81

Note—9p.; Paper presented at the Annual Meeting of the International Reading Association (26th, New Orleans, LA, April 27-May 1, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Attitude Measures, College Students, Evaluation Methods, Higher Education, *Influences, *Reading Ability, Reading Attitudes, *Reading Research, *Self Evaluation (Individuals), *Test Construction

A pilot study was designed to develop an instrument to examine students' self-perceptions regarding their own reading. An open survey was conducted in which 300 college students in a compensatory reading program listed those factors which might influence a person's reading ability. In all, 163 responses were listed, and these were reduced to 10 general categories. Next, 200 of the students ranked the 10 categories according to their feelings about their own reading. It was hypothesized that the most encouraging findings would be the significant emergence of the variables over which students had some control, such as attitude, effort, material, distractions, and friends. Analyses of the data produced mixed results, however. Attitude, effort, schools, materials, and teachers ranked statistically higher than the factors of intelligence, family, distractions, friends, and physical problems. Although the internal factors of attitude and effort were the highest ranked, they were not significantly different from the external factors of schools, materials, and teachers. On the other hand, the clustering of the noncontrol variables in the top ranks, which would have suggested that the students felt they had little or no control over the factors that influenced their reading ability, did not occur. (RL)

ED 213 004 CS 006 620

David, Carol Stine, Donna

Business Writing Short Courses: Measuring Student Gain.

Pub Date—Apr 81

Note—24p.; Paper presented at the Annual Midwest Regional Meeting of the American Business Communication Association (Champaign, IL, April 3-4, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adults, Business Correspondence, *Business English, College Curriculum, Comparative Analysis, Higher Education, *Minicourses, On the Job Training, Self Esteem, *Student Improvement, Student Motivation, *Writing (Composition), Writing Instruction, *Writing Research, *Writing Skills

Identifiers—Writing Apprehension

A study was conducted to determine the effectiveness of a 5-hour on-the-job writing course compared to a 30-hour college business communication course. The short business English refresher course focused on grammar, punctuation, and spelling; audience analysis; and direct, negative, and persuasive letters and memos. The college course focused on the same, but also included more in-depth assignments, and assumed that the students had already mastered writing mechanics in previous composition courses. Thirty-six subjects from the short course and 75 subjects from the college course participated, while 218 college students served as a control group. A pretest, posttest, and final test, all objective, were given to the three groups to collect data, as were pretest and posttest questionnaires, designed to determine students' confidence in their writing and their motivation for improving their skills. The results indicated that subjects in the short course made substantial gains in their writing skills and gained as much as the university students gained from their 30-hour course. Both groups retained their new knowledge and skills for at least one month after instruction. However, the subjects in the short course did not gain significantly in their writing confidence. (HTH)

ED 213 005

Meyers, Lewis

The Argument for a Culture of Literacy in the Writing Classroom.

Pub Date—Dec 81

Note—22p.; Paper presented at the International Conference on Language Problems and Public Policy (Cancun, Mexico, December 16-19, 1981). Pub Type—Opinion Papers (120) — Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavior Standards, Black Dialects, *Classroom Environment, Cultural Context, Cultural Differences, Higher Education, Language Usage, Language Variation, *Literacy, *Literature Appreciation, Social Behavior, *Teaching Methods, *Values, *Writing Instruction, Writing Skills

A student's belief in the value of literacy is essential to effective teaching and successful learning, but can result only from a local culture whose aim is to produce literacy. The social identity and cultural norms of the young are registered in their use of language, and if literacy, as defined by others, calls the norms and identity into question, the gap between them and standard English will not be bridged. Teachers must understand that the contexts in which students revert to nonstandard English signal a disbelief in the value of literacy that interferes with the writing process. To generate a culture of literacy in the classroom that would stimulate a belief in the value of literacy, teachers should introduce materials that become the only context or experience from which the students write. Writing tasks could result from fragmenting or isolating a single literary work. Value placed on a piece of literature and its language creates a miniature culture of literacy. (HOD)

ED 213 006

Wolski, Paul

Prewriting Activities: Going Nowhere Is a Long, Long Journey.

Pub Date—Nov 81

Note—15p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (71st, Boston, MA, November 20-25, 1981).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Techniques, Language Processing, *Prewriting, Secondary Education, *Sequential Approach, *Teaching Methods, Writing (Composition), *Writing Exercises, *Writing Instruction, Writing Research

Identifiers—*Book Reports

Research in secondary school composition instruction indicates that (1) emphasis on writing for the teacher-as-examiner is prevalent, (2) prewriting activities are limited, (3) there is little discussion of approaches to the topic or what information should be included, and (4) activities to help students while they are writing are almost nonexistent. A teaching method that can prevent students' anxiety and dislike for sustained writing is to treat writing assignments metaphorically as a journey, in which the teacher draws a map from start to destination and participates with the students in the journey and all of its uncertainties. A book report of four coherent paragraphs is an ideal journey. A map is drawn containing sections marked introduction, main characters, the best scene, and conclusion. Students write a paragraph for each section, in sequence, receiving whatever assistance they need while they write. After the first paragraph, students will have direction for the second paragraph, and most will be able to put ideas on paper with surprising ease. In four or five class periods they will be able to write a fairly well-organized composition. Anxiety will be reduced, confidence instilled, and a lesson will be taught that unites form and content with language development across a spectrum of vocabulary, diction, and sentence structure. (Sample student paragraphs are appended.) (HTH)

ED 213 007

Newspaper in Education Week, February 22-26, 1982.

American Newspaper Publishers Association Foundation, Washington, D.C.

Spons Agency—International Reading Association, Newark, Del.

Pub Date—Feb 82

Note—39p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Class Activities, *Content Area Reading, Elementary Secondary Education, Lifelong Learning, *Newspapers, *Reading Habits, Teaching Methods

As part of the Wisconsin Newspaper in Education Week, the activities in this booklet were designed to emphasize the use of newspapers as a teaching tool and to encourage students to develop a lifetime reading habit. The first half of the booklet contains activities for the elementary school level, and includes activities in the language arts, social studies, math, and science. The second half of the booklet contains secondary school level activities in the same subject areas, as well as in civics, history, and economics. (HTH)

ED 213 008

CS 206 722

Slyer, Sandra

Early Experiences with Women's Biographies.

Pub Date—[77]

Note—8p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Biographies, *Children's Literature, Elementary Education, *Females, Literature Appreciation, *Reading Material Selection, *Sex Fairness, *Sex Role, Sex Stereotypes, Teaching Methods

Too often books have been published with contrived and unnatural nonsexist messages. Teachers searching for good nonsexist literature need to consider the potential contributions of biographies, especially women's biographies, written for young children's listening and reading enjoyment. Women in well-selected biographies are assertive, independent, achievement-oriented, and adventurous—women who have made significant contributions to their society. As children vicariously experience the lives of these women, their stereotypes of women's roles can be replaced by more open and flexible concepts of these roles. The specific women's biographies will vary according to children's needs and interests. However, variety is essential to demonstrate what women have achieved in many areas and under various conditions. Among the good biographies to introduce to young children are "The Two Worlds of Beatrix Potter"; "Grandma Moses, Favorite Painter"; "Harriet and the Runaway Book"; "Jane Goodall"; "Maria Mitchell, Stargazer"; "Rosa Parks"; "Rose Kennedy"; and "Martha Berry." (HOD)

ED 213 009

CS 206 723

Glathorn, Allan A.

Maintaining Momentum: Ensuring That the Concern for Writing Is Not One More Educational Fad.

Pub Date—Feb 82

Note—14p. Paper presented at the Annual Meeting of the Texas Joint Council of Teachers of English (17th, Fort Worth, TX, February 4-6, 1982).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrative Problems, *Educational Innovation, Elementary Secondary Education, Program Implementation, Research Problems, *Teacher Participation, *Writing Instruction, Writing Processes

Identifiers—National Writing Project

According to researchers Herriott and Gross in their book "The Dynamics of Planned Educational Change," educational innovations fail because administrators (1) fail to diagnose problems correctly, (2) fail to anticipate and resolve implementation problems, (3) adopt an "ad hoc" approach to educational innovation, (4) accept uncritically widely publicized innovations, (5) do not use monitoring and feedback mechanisms, (6) fail to develop adequate plans emphasizing short term and long term goals, and (7) do not provide necessary leadership. These administrative shortcomings have a particular impact on innovations in writing instruction. However, the National Writing Project has avoided these failings because it is teacher centered. Thanks in part to this project, teachers are now teaching writing in a way that gives the composing process a chance to work. This positive momentum can be maintained by learning from the lessons of the educational innovations that have failed. Goals based on those lessons include cooperative leadership from principals and supervisors, careful diagnosis of problems in writing, a long term plan for writing improvement, staff development, and active involvement of all teachers. Such goals will eliminate educational faddism and dogmatism by emphasizing the tacit knowledge of experienced teachers. But these goals also require that all faculty work together, and that writing teachers continually renew their personal and spiritual resources. (HOD)

ED 213 010 CS 206 724

Chew, Charles R.

A Writing Test: A Search for Competency: The New York Experience.

Pub Date—Dec 81

Note—8p. Paper presented at the International Conference on Language Problems and Public Policy (Cancun, Mexico, December 16-19, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Competence, Evaluation Methods, Graduation Requirements, High Schools, *Minimum Competency Testing, *State Standards, Testing Problems, *Writing (Composition), *Writing Evaluation, Writing Instruction, *Writing Skills

Identifiers—*New York, *State Competency Tests

Competency in the three skills areas of reading, writing, and mathematics is a requirement for high school graduation in the state of New York. The writing competency requirement consists of two tests: the Preliminary Competency Test in Writing, given to students in the eighth or ninth grade, and the Regents Competency Test in Writing, given to eleventh grade students. The Regents test, with its required multiple writing samples, poses a number of problems, the most outstanding being a standard approach to evaluation. The Regents test uses exemplary model answers and a set of criteria derived from the exemplary models. Each of the three samples must be rated by a different teacher, with the three ratings averaged to determine the test score. All tests with a 60% mean or above are rated by the State Education Department to maintain a uniform statewide graduation standard in writing. Several things have been learned through the difficult process of developing the competency test in writing, including the facts that a statewide testing program can be implemented and can create a positive instructional thrust within the schools, that much more needs to be learned about the writing process and the products students produce in a testing situation, and that schools must establish a writing program that includes all disciplines and grade levels. (HTH)

ED 213 011

CS 206 725

Harris, Maverick Marvin

Texas English Teachers' Perception of Entering Freshmen's Writing Skills.

Pub Date—Feb 82

Note—19p. Paper presented at the Annual Meeting of the Texas Joint Council of Teachers of English (17th, Fort Worth, TX, February 4-6, 1982).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Freshmen, Higher Education, Perception, *Student Evaluation, *Teacher Attitudes, Writing (Composition), *Writing Evaluation, *Writing Research, *Writing Skills

Identifiers—Freshman Composition

A questionnaire was sent to English instructors in 134 Texas colleges and universities to ascertain their perceptions of entering freshmen's skills in written composition. The variables were type of institution, admission policy, enrollment, and teaching experience. Respondents were asked to indicate their perceptions of the number of entering freshmen who exhibited proficiency in each of 14 composition skills, including consideration of audience and purpose, organization, usage, and spelling and punctuation. The 105 responses indicated that students had a definite deficiency in all writing skills. The respondents indicated that on the average only about half of the freshmen were proficient in their strongest skills. For other skills, the ratings showed a steady decline. Finding and focusing on a personal subject was the area in which freshmen were rated most proficient, followed by construction of grammatical sentences, and spelling. Adapting tone and style to the occasion was the area of least proficiency. Schools with selective admissions ranked their freshmen higher on appropriate diction and correct pronoun agreement and reference. The type of institution, the enrollment, and the number of years of teaching experience had little bearing on teacher perception of freshman writing ability.

(HTH)

ED 213 012

CS 206 727

Lane, June

Using Country Music to Teach Language Arts.

Pub Date—Oct 81

Note—13p. Paper presented at the Annual Meeting of the Illinois Association of Teachers of English (74th, Peoria, IL, October 29-31, 1981).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Creative Dramatics, Elementary Education, *Folk Culture, Handwriting, *Integrated Activities, *Language Arts, Language Experience Approach, Literature Appreciation, *Music Activities, Poetry, Reading Instruction, *Teaching Methods, Vocabulary Development, Writing Instruction

Identifiers—*Country Music

Music can be an effective motivational vehicle for teaching listening skills, literature, oral and nonverbal communication, creative writing, handwriting, spelling, and grammar. One idea for integrating music into the language arts involves the use of song lyrics as reading materials. Since contemporary country music, and its precursor folk music, has a story to tell, primarily about people, the song lyrics can easily be used in the same way as traditional material in reading instruction. A teacher should first accumulate a large quantity of recorded country and folk music with printed lyrics, which can be separated according to ability levels based on vocabulary, subject matter, and other readability factors, and then develop exciting and challenging worksheets. After introducing a country music song to a class, the teacher can use its text to expand vocabulary, can have the class identify figurative language, and can make the children aware of alternative language styles in the song. Country music can provide situations for creative and practical writing activities, including language experience stories, new lyrics for a country or folk song, or letters to the recording artists. Country music can be used to introduce a parallel topic in literature, and children can learn library skills by researching the lives of the recording artists or composers. (Suggestions for activities and worksheets are included.) (HOD)

ED 213 013

CS 206 728

Mayher, John S.

Another Journey through the Looking-Glass: New Lenses for Old Problems (Or, Sometimes the Long Way Around Is the Only Way to Get There.)

Pub Date—Nov 81

Note—22p. Paper presented at the Combined meeting of the Arizona English Teachers Association and the Pacific Coast Regional Conference on English in the Two-Year College (Phoenix, AZ, November 6-7, 1981). Best copy available.

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Change, Educational Theories, Elementary Secondary Education, *English Instruction, *Language Processing, *Learning Theories, *Linguistic Theory, Literature Appreciation, *Teaching Methods, Vocabulary Development, Writing Instruction

Identifiers—*Theory Practice Relationship

One of the prevalent misconceptions that severely limits the possibilities of curriculum change in schools is the belief that theory has no direct relevance to pedagogical problems and that what is really needed are practical ideas for classroom instruction. Serious curriculum change requires an explicit dependence upon improved applications of relevant theories. If teachers cannot learn to apply new theories deliberately, no change at all is likely to happen in the classroom. For example, rather than teach vocabulary directly, the crucial pedagogical implication of current theory is that words are learned indirectly in the context of a rich environment of active language use when they are needed for some other purpose; the challenge is to find teaching activities that indirectly promote vocabulary development. Or, to teach literature using current theory, the teacher should help students enrich and extend their capacities to make meaning out of texts, recognizing the personal validity of the meaning that each student has derived from the text. Theories of language have emphasized that structure is used to express meaning, that meaning-making is the driving force for mastering structures, and

that the most significant occasions for language development are those where language is a means rather than the end of learning. These theories suggest very limited possibilities for the direct as opposed to the indirect method of teaching language skills. (HOD)

ED 213 014 CS 206 729

Aubrey, James R.
Designing a Sequence of Freshman Composition Assignments.

Pub Date—Jul 81

Note—16p.; Paper presented at the Annual Meeting of the Wyoming Conference on Freshman and Sophomore English (10th, Laramie, WY, July 6-10, 1981).

Pub Type—Reports - Descriptive (141) - Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College English, College Freshmen, Higher Education, *Sequential Approach, Teaching Methods, *Writing (Composition), *Writing Exercises, *Writing Instruction

Identifiers—*Freshman Composition

Increasing numbers of teachers seem to recognize that sequencing assignments is an effective way to teach writing. A sequence of 20 writing assignments was developed by four composition instructors at the United States Air Force Academy in Colorado. The first eight exercises asked cadets to look at and think about their physical surroundings at the academy. Exercise two, for example, asked the students to put in writing what they liked and disliked most about the academy, something they were not accustomed to explaining on paper. Exercise two was predominantly "expressive" in terms of James Kinneavy's "aims of discourse," while exercise five was predominantly "referential." Exercise seven invited students to adopt a persuasive aim as they wrote a letter recommending an improvement of the cadet chapel site or program. Exercises fourteen, fifteen, and sixteen involved the building of a device to tell the students where they were, providing them with an opportunity to work in a group on a technical writing project. Exercise seventeen asked for a narrative journey, actual or imaginary. The last two exercises invited retrospection, with exercise twenty being the final exam. One of the principles around which this sequence was designed was variation of assignments in terms of aim rather than mode. (HTH)

ED 213 015 CS 206 730

Bowen, Lawrence
Advertising and the Poor. Journalism Monographs Number Seventy-Five.

Association for Education in Journalism.

Pub Date—Feb 82

Note—42p.

Available from—AEJ Publications Manager, School of Journalism, University of South Carolina, Columbia, SC 29208 (\$5.00).

Pub Type—Reports - Research (143) - Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Advertising, *Attitudes, *Behavioral Science Research, *Consumer Economics, *Low Income Groups, Mass Media, Media Research, Middle Class

Identifiers—*Media Effects

This monograph examines the impact of media advertising on the poor. The first half of the report discusses research on the conceptual styles of the poor, mass communication among the poor, and advertising and the low-income consumer. The second half describes the methodology and results of a study of the advertising evaluation capacity and willingness to buy of middle- and low-income groups. The reported results indicate that the poor are more negatively oriented to advertising in general than are their middle-class counterparts. (HTH)

ED 213 016 CS 206 731

Weinstein, Gary J.
Sentence Combining Workbook.

Kern Joint Union High School District, Bakersfield, Calif.

Pub Date—Feb 82

Note—72p.; Paper presented at the Annual Meeting of the California Association of Teachers of English (24th, San Francisco, CA, February 12-15, 1982). Best copy available.

Pub Type—Guides - Classroom - Learner (051) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Secondary Education, *Sentence Combining, Traditional Grammar, *Writing Exercises, *Writing Instruction

Designed as a supplement to traditional writing texts, this workbook contains activities that allow students to form grammatically sophisticated sentences without having to study formal grammar. The 68 lessons in the workbook progress from relatively simple to complex, with each stressing a particular way of combining sentences. The various exercises demonstrate how to create more detailed sentences by adding (1) single and multiple adjectives; (2) adjectival prepositional phrases; (3) adverbs; (4) adverbial prepositional phrases; (5) noun, adverb, and adjective clauses; (6) participial, gerund, and infinitive phrases; (7) appositives; and (8) single word, phrase, and clause series. The workbook also contains a semester review and a comprehensive review of the exercises. (FL)

ED 213 017 CS 206 732

Ellis, W. Geiger, Ed. Ward, Dan, Ed.

The ALAN Review. Winter, 1982.

Assembly in Literature for Adolescents, Athens, Ga.

Pub Date—82

Note—28p.

Journal Cit—The ALAN Review; v9 n2 Win 1982

Pub Type—Collected Works - Serials (022) - Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adolescent Literature, Authors, Characterization, College Freshmen, Elementary Secondary Education, Literary Criticism, *Literary Devices, *Novels, Paperback Books, *Reading Habits

Articles in this issue focus on adolescent literature. The first article is a reflection by author Katie Letcher Lyle on her personal experiences since the publication of her last novel. The second article examines the dramatic power of the novels of Alice Childress. The third article reports the results of a questionnaire on the reading background of college freshmen, while the fourth article deplores the success of soft cover teen romances that have flooded the market. The last article contrasts the use of first and third person narratives in adolescent novels. (HOD)

ED 213 018 CS 206 733

Howard, Linda C.

Journalism in the Community Classroom: A Curriculum Model for Cultural Journalism in Oklahoma.

Pub Date—81

Note—109p.; M. A. Thesis, University of Oklahoma.

Pub Type—Reports - Descriptive (141) - Guides - Classroom - Teacher (052) - Dissertations/Theses - Masters Theses (042)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Communication Skills, *Cultural Background, *Curriculum Development, *Experiential Learning, High Schools, *Journalism Education, Local History, *Oral History, Production Techniques, School Community Programs, *School Community Relationship, School Newspapers, Student Projects, Student Publications, Writing Instruction

This paper introduces the medium of cultural journalism as an effective means of intensified basic communication training and community involvement. Part one contains a report of a needs assessment and a subsequent pilot project on cultural journalism that was conducted at an Oklahoma high school. The needs assessment also reports on similar projects conducted in and around the Oklahoma region, the attitudes of community members toward such a project, the problems and possibilities associated with such curriculum development, and advice from other proponents of experience based education. The report on the pilot project that resulted from the needs assessment—a 36-page magazine produced within the regular newspaper journalism class—includes responses from both students and members of the community. The second part of the paper focuses on the development of a curriculum model designed to expand on the pilot project. This section contains general information about organizing cultural journalism projects, including planning the project, implementing the program, designing basic curriculum modules (ten are outlined), and evaluating the program. A selected bibliography and appendixes of data and material

used in the needs assessment and the pilot project are also provided. (RL)

ED 213 019 CS 206 734

Warren, Thomas L.

Select Bibliography: Help for Teachers of Technical Writing.

Pub Date—Feb 82

Note—22p.; Paper presented at the Annual Meeting of the Southeastern Conference on English in the Two-Year College (17th, Winston-Salem, NC, February 25-27, 1982).

Pub Type—Reference Materials - Bibliographies (131) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Higher Education, *Resource Materials, *Technical Writing, Textbooks, *Writing Instruction

Identifiers—Writing for Publication

Intended for technical writing instructors, this bibliography presents sources on the elements of technical writing and its instruction. Following a list of the addresses of relevant journals, organizations, and institutes, the paper presents citations in the following categories: (1) anthologies and proceedings, (2) bibliographies, (3) communication theory, (4) editing, (5) grammar and linguistics, (6) graphics, (7) language, (8) professional resources and journals, (9) publication management, (10) research, (11) supplemental reading, (12) speech, (13) style manuals, (14) teacher references, (15) textbooks, (16) general and specialized writing, (17) writing for publication, (18) teaching technical writing, (19) how technical writing differs from other writing forms, and (20) science and technology. (HTH)

ED 213 020 CS 206 735

Lucas, Christine W.

Operation Rewrite: Theory; Practice; Results.

Pub Date—Aug 80

Note—30p.; Paper presented at the Annual Meeting of the World Congress on Reading (8th, Manila, Philippines, August 5-7, 1980).

Pub Type—Reports - Descriptive (141) - Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Elementary Secondary Education, Foreign Countries, Imitation, Language Acquisition, *Linguistic Theory, *Modeling (Psychology), *Program Content, Program Descriptions, *Program Evaluation, Psycholinguistics, *Writing Instruction, *Writing Research

Identifiers—Quebec, Theory Practice Relationship

Operation Rewrite, a program developed for use in English instruction in Quebec (Canada), is a constructive teaching-learning method for increasing students' linguistic competency in written discourse. The program provides middle and secondary school students with structured exercises to study and rewrite, using the author's exact format but with original themes. This activity forces the student to attend to the manner in which the professional writer has translated linguistic units into meaningful sequences. The procedures combine the pragmatic and semantic aspects of language with the cognitive bases for both the processing and the production of logical communication. Through trial and error, the students discover and test lexical hypotheses and perceive patterns of language as associative codes for meaning. Analysis of the results of a study that examined the program's effectiveness revealed significant development in both reading and writing proficiency, particularly with multilingual students. (FL)

ED 213 021 CS 206 737

Valentine, Fern, Ed.

Feature Writing in High School Newspapers and Yearbooks.

Journalism Education Association.

Spons Agency—Washington Journalism Education Association.

Pub Date—[81]

Note—13p.

Available from—Journalism Education Association, Box 99, Blue Springs, MO 64015 (\$1.50).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Descriptive Writing, *Evaluation Criteria, Faculty Advisers, High Schools, *Journalism, *Journalism Education, *School Newspapers, School Publications, *Yearbooks

Identifiers—*Feature Stories

Intended for use by high school journalism in-

structors and school newspaper and yearbook sponsors, this booklet contains articles dealing with various elements of feature story writing. The first article describes the development of a set of criteria by the Journalism Education Association (JEA) for teachers to use in evaluating feature stories, and offers suggestions for using the criteria in the classroom. The second article explains how to use the criteria in a class that combines journalism instruction and the production of the school newspaper, while the third discusses the various patterns feature stories can take. The fourth article presents several ways to use quotations effectively in a feature story, and the fifth explains how features can make a yearbook exciting. The booklet also contains a copy of the JEA feature story evaluation guidelines and examples of various drafts of student feature stories, revised according to the evaluation criteria. (HTH)

ED 213 022 CS 206 738

Zenke, Larry L.
School Book Selection: Procedures, Challenges and Responses.
Pub Date—Nov 81

Note—7p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (71st, Boston, MA, November 20-25, 1981).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Freedom, *Board of Education Policy, *Censorship, *Elementary Secondary Education, *Instructional Materials, *Media Selection, *Reading Material Selection, *School Community Relationship, *State Standards, *Textbook Evaluation, *Textbook Selection

Identifiers—Oklahoma (Tulsa)

The Tulsa, Oklahoma, board of education has adopted as policy an academic freedom statement that was developed by a committee composed of board members, administrators, teachers, and librarians. The prelude to the statement contains six important points dealing with (1) the need for such a policy statement, (2) school responsibility, (3) educators' rights and responsibilities, (4) students' responsibilities, (5) parental and community responsibilities, and (6) parents' rights. The policy statement reflects the belief of educators in the Tulsa public schools that the school system must be sensitive to the mores of its community in selecting materials for use in the school. The procedures for school book selections and the board policy and regulations for review of challenged materials is working in the Tulsa Public School system as shown by only one challenge of classroom materials since 1976. Other school systems could benefit by examining the approaches the Tulsa Board of Education has taken. The question of what and how students shall learn must be resolved through positive cooperation between educators and lay citizens, rather than through the adversarial approach experienced by so many school systems. Successful efforts are being carried out in school systems across the country and it is important that educators search for those rather than giving undue attention to the unsuccessful approaches highlighted by the media. (HTH)

ED 213 023 CS 206 739

Farrell, Jacqueline M.
History, Real People, and the English Class.
Pub Date—Nov 81

Note—13p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (71st, Boston, MA, November 20-25, 1981).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*English Instruction, *Fiction, *History, *Junior High Schools, *Literature Appreciation, *Middle Schools, *Teaching Methods

Identifiers—*Historical Fiction

Incorporating history and historical fiction into the English class serves to foster the interdependence of skills and content. Historical fiction can help students to understand the physical, mental, and emotional climate of another time while providing them with a common topic for a discussion of setting, characterization, and point of view. Historical fiction for middle school students should have a setting prior to the late 1960s. It is important that the literature be historical in terms of the students' life-span, not the teacher's or one arbitrarily set by publishers. Guidelines for organizing a unit on historical fiction might include (1) choosing an histori-

cal era to which the students can relate, (2) organizing a class investigation of the period, (3) reading together a short story set in the same historical period before assigning individualized readings of novels, (4) providing students with a list of historical fiction set in the chosen era, and (5) discussing the books. (A sample unit on historical fiction of the 1930s and 1940s is appended.) (HOD)

ED 213 024 CS 206 740

Stahlschmidt, Agnes D.
The Iowa Plan Revisited: Ten Years Later.
Pub Date—Nov 81

Note—24p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (71st, Boston, MA, November 20-25, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Board of Education Policy, *Censorship, *Community Role, *Elementary Secondary Education, *Evaluation Criteria, *Guidelines, *Instructional Materials, *Library Materials, *Longitudinal Studies, *Media Selection, *Research, *School Community Relationship, *School Libraries

Identifiers—*Iowa (Cedar Rapids)

To gain a longitudinal look at the censorship problem facing schools and librarians, an analysis was made of the 110 requests for reconsideration of library or instructional materials that were processed by the reconsideration committee of the Cedar Rapids, Iowa, Community Schools from January 1971 through May 1981. The school district has had a written selection policy and an established procedure for handling challenged materials since January 1971. The analysis revealed the following: (1) most of the reconsideration requests dealt with materials in use at the elementary school level; (2) the two formats most often challenged were picture books and fiction; (3) the literary genre most often challenged over the years was contemporary realistic fiction; (4) the number of reconsideration requests has risen significantly since 1973; (5) usually, the challenged material was retained, however, 60% of the complaints involving alternative lifestyles resulted in the material being withdrawn from the library; (6) the nature of the complaints has remained relatively consistent over the years; and (7) the five factors identified as most significant in determining whether the material would be withdrawn were the material's depiction of sex and sexual activity, the appearance of sexism in the work, its depiction of established family traditions or of alternative lifestyles, and the level of the library. (FL)

ED 213 025 CS 206 741

Friedberg, Maurice
Reading for the Masses: Popular Soviet Fiction, 1976-80. Research Report.
Spons Agency—International Communication Agency, Washington, D.C.

Report No.—R-13-81

Pub Date—25 Jun 81

Note—112p.

Pub Type—Reports - Research (143) — Information Analyses (070)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Content Analysis, *Drama, *Fiction, *Government Role, *Literary Criticism, *Literary History, *Literature, *Periodicals, *Poetry, *Political Influences, *Social Environment, *Social Indicators, *Social Problems

Identifiers—*USSR

Noting that Soviet prose, drama, and poetry reveal the nuances of the moods and policies fostered by the Soviet government while reflecting the Soviet reader's public interests and aspirations, this report describes a study of the values and attitudes by which the Soviets live as reflected in the literature published in Soviet literary magazines between 1976 and 1980. Following an overview of the project, the first section of the report discusses each of the seven Soviet literary journals studied. The remaining portion of the report discusses topics found in Soviet literature as follows: (1) vocal Soviet patriotism, (2) positive hero, (3) industrial development and its rural variants, (4) the vanishing Russian village, (5) the Soviet city, (6) Russian history, (7) World War II, (8) the exotic, (9) equality and elitism, (10) ethics, (11) crime and antisocial behavior, (12) the sexual revolution, (13) the shaky Soviet family, (14) religion, (15) the senior citizen, and (16) America. A concluding section discusses the overall merits and shortcomings of Soviet literary efforts. (HTH)

ED 213 026 CS 206 742

Felker, Daniel B. Rose, Andrew M.

The Evaluation of a Public Document: The Case of FCC's Marine Radio Rules for Recreational Boaters. Document Design Project, Technical Report No. 11.

American Institutes for Research, Washington, D.C.; Carnegie-Mellon Univ., Pittsburgh, Pa.; Siegel & Gale, Inc., New York, N.Y.

Spons Agency—National Inst. of Education (ED), Washington, DC. Teaching and Learning Program.

Report No.—AIR-75003-1/81-TR

Pub Date—Feb 81

Contract—400-78-0043

Note—42p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adults, *Comparative Analysis, *Content Analysis, *Government Publications, *Language Research, *Language Usage, *Layout (Publications), *Readability

Identifiers—Document Design Project, Federal Communications Commission

In a collaborative effort, the Federal Communications Commission (FCC) and the Document Design Project conducted an evaluation of marine radio rules for recreational boaters that had been rewritten in plain English by FCC personnel. The revised rules were evaluated by 53 experienced boaters and 52 inexperienced boaters, who were given either the old rules or the new ones and then tested for their comprehension of the rules. Each question on the test required the subject to find the appropriate rule and apply its provisions. The subjects also noted the time it took them to complete each question and rated the overall difficulty they had in using the rules. Results showed that subjects using the revised rules were significantly better at identifying the proper rules, took less time to answer questions about the rules, and rated them as easier to use than did subjects using the old rules. (A copy of the comprehension test is appended.) (FL)

ED 213 027 CS 206 743

Holland, V. Melissa Rose, Andrew

A Comparison of Prose and Algorithms for Presenting Complex Instructions. Document Design Project, Technical Report No. 17.

American Institutes for Research, Washington, D.C.; Carnegie-Mellon Univ., Pittsburgh, Pa.; Siegel & Gale, Inc., New York, N.Y.

Spons Agency—National Inst. of Education (ED), Washington, DC. Teaching and Learning Program.

Report No.—AIR-75003-11/81-TR

Pub Date—Nov 81

Contract—400-78-0043

Note—90p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Algorithms, *College Students, *Comparative Analysis, *Government Publications, *Layout (Publications), *Problem Solving, *Prose, *Reading Difficulties, *Reading Research, *Sentence Structure

Identifiers—Direction Following

Complex conditional instructions ("if X, then do Y") are prevalent in public documents, where they typically appear in prose form. Results of two previous studies have shown that conditional instructions become very difficult to process as the structure becomes more complex. A study was designed to investigate whether this difficulty can be alleviated by presenting conditional instructions in formats other than prose. It was hypothesized that the major sources of difficulty—disjunction, negation, hierarchical structure, and ambiguous punctuation—would be eliminated by the use of algorithms. Subjects were presented with a sample of complex conditional instructions in three formats—prose and two forms of algorithms, lists and flow charts. Results showed that conditional instructions were easier to follow when presented as algorithms than as prose when subjects were prepared to follow algorithms by practice with feedback. In general, the algorithm helped performance when the condition in the instruction was logically complex. The overall superiority of algorithms was qualified, however, by three complications: (1) the difference between flowcharts and lists changed the speed relationships between prose and algorithms, (2) the effect of partial processing changed the speed relationships, and (3) the difficulty with the first exposure to the instruction drastically reversed the algorithm ad-

vantage in both speed and accuracy. (HOD)

ED 213 028 CS 206 744

Holland, V. Melissa Redish, Janice C.
Strategies for Understanding Forms and Other
Public Documents, Document Design Project,
Technical Report No. 13.

American Institutes for Research, Washington,
D.C.; Carnegie-Mellon Univ., Pittsburgh, Pa.; Sie-
gel & Gale, Inc., New York, N.Y.

Spons Agency—National Inst. of Education (ED),
Washington, DC. Teaching and Learning Pro-
gram.

Report No.—AIR-75003-9/81-TR

Pub Date—Sep 81

Contract—400-78-0043

Note—29p.

Pub Type—Reports—Descriptive (141)—Informa-
tion Analyses (070)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Discourse Analysis, *Government
Publications, *Layout (Publications), Prior Learning,
*Reading Comprehension, Reading Processes
Identifiers—*Protocol Analysis, *Reading Strategies

Viewed as discourse, official forms exhibit identifiable text characteristics and elicit strategies for comprehension that take into account these characteristics, as well as context and the user's prior knowledge about the world. However, forms also have unique characteristics that require processes and strategies which differ in systematic ways from those needed for conventional texts. Protocol analysis has revealed that expert form users operate on several levels as they try to understand and complete a form. The lowest level is represented by decoding statements, indicating that the user was devoting attention to the lexical and syntactic aspects of directions in order to figure out word meanings and to clarify sentences. The second level, form-using strategies, represents text-level processes for understanding in which the user goes beyond words and sentences in attempting to relate items across the form or to draw on personal knowledge to clarify the meanings of items. The third level, metacomments, reflects the global strategies that arise as the reader puts the document in a societal and institutional context. The preliminary results of protocol studies indicate that the comments of the expert form user are far more likely to reflect the higher two levels of strategies than are the comments of the novice form user. Results of these studies can be used to design forms to facilitate the use of higher level strategies and to exhibit more explicitly the discourse features-cohesive devices, scenarios, instantiation—to which successful form users attend. (HOD)

ED 213 029 CS 206 745

Kozol, Stephen M., Jr.
Responding to Literature, Communication Skills,
PCRP Assessment Survey I.

Pennsylvania State Dept. of Education, Harrisburg.
Pub Date—82

Note—37p.; For related documents see CS 206 746-749.

Pub Type—Tests/Questionnaires (160)—Guides—Classroom—Learner (051)—Guides—Non-Classroom (055)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Communication Skills, Educational Assessment, Elementary Secondary Education, Evaluation Methods, Language Arts, *Literature Appreciation, *Program Evaluation, *School Surveys, *Self Evaluation (Individuals), Teacher Effectiveness, *Teacher Evaluation, *Teaching Methods

Identifiers—Assessment Instruments, *Reader Response

This packet is the first of five developed as a set of self-appraisal instruments with which teachers (and others) can systematically examine their instruction methods in communication skills. The packet contains forms for teachers, students, administrators, and parents addressing two levels of specificity: responses to the overall communication skills program and responses to a teacher's practices and policies within a single kind of class situation. The ten sections of this packet on responding to literature address the following: (1) background information, (2) types of inclusion, (3) purposes for literature study, (4) selecting literature for study, (5) prereading and previewing practices, (6) encountering the literature, (7) responding to literature, (8) the response environment, (9) evaluating students' knowledge about and understanding of literature,

and (10) supporting the response to literature program. (HOD)

ED 213 030 CS 206 746

Kozol, Stephen M., Jr.
Written Composing, Communication Skills, PCRP
Assessment Survey II.

Pennsylvania State Dept. of Education, Harrisburg.
Pub Date—82

Note—37p.; For related documents see CS 206 745-749.

Pub Type—Tests/Questionnaires (160)—Guides—Classroom—Learner (051)—Guides—Non-Classroom (055)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Communication Skills, Educational Assessment, Elementary Secondary Education, Evaluation Methods, Language Arts, *Program Evaluation, *School Surveys, *Self Evaluation (Individuals), Teacher Effectiveness, *Teacher Evaluation, *Teaching Methods, Writing (Composition), *Writing Instruction

Identifiers—Assessment Instruments

This packet is the second of five developed as a set of self-appraisal instruments with which teachers (and others) can systematically examine their instruction methods in communication skills. The packet contains forms for teachers, students, administrators, and parents addressing two levels of specificity: responses to the overall communication skills program and responses to a teacher's practices and policies within a single kind of class situation. This packet concerns written composition and is divided into ten sections as follows: (1) reaching for school improvement, (2) administering the teacher survey, (3) teacher response form, (4) the tabulation guide outline for the teacher response form, (5) tabulating responses from the teacher survey, (6) administering the student survey, (7) student response form, (8) administering the parent and administrator survey, (9) administrator response form, and (10) parent response form. (HOD)

ED 213 031 CS 206 747

Kozol, Stephen M., Jr.
Oral Composing, Communication Skills, PCRP
Assessment Survey III.

Pennsylvania State Dept. of Education, Harrisburg.
Pub Date—82

Note—34p.; For related documents see CS 206 745-749.

Pub Type—Tests/Questionnaires (160)—Guides—Classroom—Learner (051)—Guides—Non-Classroom (055)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Communication Skills, Educational Assessment, Elementary Secondary Education, Evaluation Methods, Language Arts, *Oral Language, *Program Evaluation, *School Surveys, *Self Evaluation (Individuals), Speech Communication, Teacher Effectiveness, *Teacher Evaluation, *Teaching Methods, Writing Processes

Identifiers—Assessment Instruments

This packet is the third of five developed as a set of self-appraisal instruments with which teachers (and others) can systematically examine their instruction methods in communication skills. The packet contains forms for teachers, students, administrators, and parents addressing two levels of specificity: responses to the overall communication skills program and responses to a teacher's practices and policies within a single kind of class situation. This packet on oral composing is divided into ten sections as follows: (1) reaching for school improvement, (2) administering the teacher survey, (3) teacher response form, (4) the tabulation guide outline for the teacher response form, (5) tabulating responses from the teacher survey, (6) administering the student survey, (7) student response form, (8) administering the parent and administrator survey, (9) administrator response form, and (10) parent response form. (HOD)

ED 213 032 CS 206 748

Kozol, Stephen M., Jr.
Language Proficiency Development, Communication Skills, PCRP Assessment Survey IV.

Pennsylvania State Dept. of Education, Harrisburg.
Pub Date—82

Note—38p.; For related documents see CS 206 745-749.

Pub Type—Tests/Questionnaires (160)—Guides—Classroom—Learner (051)—Guides—Non-Classroom (055)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Communication Skills, Educational Assessment, Elementary Secondary Education, Evaluation Methods, Grammar, Language Arts, Language Proficiency, *Language Skills, *Program Evaluation, *School Surveys, *Self Evaluation (Individuals), Spelling, Teacher Effectiveness, *Teacher Evaluation, *Teaching Methods, Vocabulary Development

Identifiers—Assessment Instruments

This packet is the fourth of five developed as a set of self-appraisal instruments with which teachers (and others) can systematically examine their instruction methods in communication skills. The packet contains forms for teachers, students, administrators, and parents addressing two levels of specificity: responses to the overall communication skills program and responses to a teacher's practices and policies within a single kind of class situation. This packet on language proficiency development is divided into 11 sections as follows: (1) reaching for school improvement; (2) administering the teacher survey; (3) teacher response form; (4) the tabulation guide outline for the teacher response form; (5) tabulating responses from the teacher survey; (6) administering the student survey; (7) student response form for spelling and vocabulary; (8) student response form for mechanics, grammar, and syntax; (9) administering the parent and administrator survey; (10) administrator response form; and (11) parent response form. (HOD)

ED 213 033 CS 206 749

Kozol, Stephen M., Jr.
Sustained Silent Reading, Communication Skills,
PCRP Assessment Survey V.

Pennsylvania State Dept. of Education, Harrisburg.
Pub Date—82

Note—30p.; For related documents see CS 206 745-749.

Pub Type—Tests/Questionnaires (160)—Guides—Classroom—Learner (051)—Guides—Non-Classroom (055)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Communication Skills, Educational Assessment, Elementary Secondary Education, Evaluation Methods, Language Arts, *Program Evaluation, *Reading Instruction, *School Surveys, *Self Evaluation (Individuals), *Sustained Silent Reading, Teacher Effectiveness, *Teacher Evaluation, Teaching Methods

Identifiers—Assessment Instruments

This packet is the last of five developed as a set of self-appraisal instruments with which teachers (and others) can systematically examine their instruction methods in communication skills. The packet contains forms for teachers, students, administrators, and parents, addressing two levels of specificity: responses to the overall communication skills program and responses to a teacher's practices and policies within a single kind of class situation. This survey on sustained silent reading is divided into ten sections as follows: (1) reaching for school improvement, (2) administering the teacher survey, (3) teacher response form, (4) tabulation guide outline, (5) tabulating responses from the teacher survey, (6) administering the student survey, (7) student response form, (8) administering the parent and administrator surveys, (9) administrator response form, and (10) parent response form. (HOD)

ED 213 034 CS 206 750

Amiran, Eyal Mann, Judy
Written Composition, Grades K-12: Literature
Synthesis and Report.

Northwest Regional Educational Lab., Portland,
Oreg.

Spons Agency—National Inst. of Education (ED),
Washington, D.C.

Pub Date—Feb 82

Contract—400-80-0105

Note—100p.

Pub Type—Reports—Research (143)—Information Analyses (070)

EDRS Price—MF01/PC04 Plus Postage.

Descriptors—Elementary Secondary Education, Inservice Teacher Education, Literature Reviews, Motivation Techniques, Teaching Models, *Writing (Composition), *Writing Evaluation, *Writing Instruction, *Writing Processes, *Writing Research

The result of a review of 160 documents, including research reports, theoretical essays, position papers, and journal articles, this report provides a synthesis of literature concerning composition in kindergarten through grade 12. The report presents

theoretical, conceptual, organizational, and implementational materials concerning the concrete and abstract aspects of writing, writing instruction, and evaluation. Following an introduction, the materials are divided as follows: (1) the state of writing, (2) the cognitive assumptions of writing, (3) the composing process, (4) program frameworks, (5) instructional methods, (6) teacher training, (7) motivation techniques, and (8) assessment. Appendixes include detailed scope and sequence models. (HTH)

ED 213 035 CS 206 751

Spandel, Vicki Stiggins, Richard J.
Direct Measures of Writing Skill: Issues and Applications. Revised Edition.

Northwest Regional Educational Laboratory, Portland, OR. Clearinghouse for Applied Performance Testing.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Aug 81

Grant—OB-NIE-G-78-0206

Note—62p. For related document see ED 196 038.
Pub Type—Guides - Non-Classroom (055) — Books (010)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Educational Assessment, Educational Planning, Elementary Secondary Education, *Evaluation Methods, *National Surveys, Testing, Test Results, *Test Use, *Writing (Composition), *Writing Evaluation

Intended for educators seeking information on direct writing assessments, this monograph describes general procedures for planning and conducting a writing assessment and strategies for tailoring that assessment to local needs. The introductory chapter offers a brief comparison of direct and indirect writing assessment methods, highlighting those features of direct assessment that make it the most popular approach. The status of writing assessment in American education is then summarized with emphasis on current patterns and developmental trends. The second chapter presents an overview of direct writing assessment procedures, touching on considerations in maximizing test quality, strategies for exercise development and alternative scoring approaches. The third chapter discusses selection of a writing assessment approach to suit a specific educational context such as program evaluation or student screening. Appended is a profile of statewide writing assessment, which provides information on the use of objective tests and on writing exercises, the developers of such exercises, kinds of writing assessed, kind of scoring method used, those using the results, and contact persons. (HOD)

ED 213 036 CS 206 752

Steward, Joyce S. Croft, Mary K.
The Writing Laboratory: Organization, Management, and Methods.

Report No.—ISBN-0-673-15612-5

Pub Date—82

Note—155p.

Available from—Scott, Foresman and Company, 1900 East Lake Ave., Glenview, IL 60025 (\$9.95 paper).

Pub Type—Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055) — Books (010)
Document Not Available from EDRS.

Descriptors—*Administration, Higher Education, *Learning Laboratories, *Organization, *Program Development, Remedial Instruction, Remedial Programs, Teaching Methods, *Tutoring, Writing (Composition), *Writing Instruction
Identifiers—*Writing Laboratories

The four chapters of this book move from the history, philosophy, and approaches that writing laboratories encompass to a look at the many facets of their organization before treating in detail the actual teaching process and the practical elements of writing laboratory management. Chapter one notes the growth of writing labs and discusses approaches to designing, financing, and budgeting writing labs. Chapter two focuses on the physical arrangements of writing labs and procedures for selecting, training, and supervising staff, including peer tutors. Chapter three analyzes the components of the lab process, including conference teaching, small group instruction (modules, minicourses, and adjuncts), and outreach programs. Chapter four is about lab management and contains sections on managing for growth and change, organizing the schedule, maintaining records and administrative reports, using publicity, evaluating the lab program, and selecting-developing instructional materials, in-

cluding computer assisted instruction. An appendix offers samples of training aids, promotional materials, forms, handouts, and samples of lesson plans, teaching modules, and mini-courses. A bibliography contains aids for the lab teacher and for lab teaching (dictionaries, style manuals), and sources that discuss specific aspects of writing (marketing, book reviewing, business writing, English as a second language, and fiction writing). (RL)

ED 213 037 CS 206 753

Calderonello, Alice Heim Cullen, Roxanne Mann
The Syntactic Errors of Basic Writing.

Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—[81]

Grant—NIE-G-80-0146

Note—160p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—College Freshmen, Comparative Analysis, *Error Analysis (Language), Higher Education, Remedial Instruction, Sentence Combining, *Sentence Structure, Statistical Distributions, *Syntax, *Writing (Composition), *Writing Evaluation, *Writing Research

Identifiers—Bowling Green State University OH, *Writing Difficulties

An extensive comparative analysis of dysfunctional sentences found in the writing of freshmen at Bowling Green State University (Ohio) was conducted to examine and to describe possible differences in dysfunctional sentences produced by remedial and nonremedial writers. Writing samples consisted of randomly selected freshman placement examinations. Each of the 300 samples was analyzed for a frequency count of selected dysfunctional sentences and for a transformational description of all dysfunctional sentences in order to determine if there were any frequently occurring anomalous structures that were unique to basic writing. Results indicated that particular structural errors did occur with greater frequency in developmental writing. The most significant finding with regard to the data resulting from the frequency count was that each group largely exhibited its own pattern of errors. With regard to the use of combining transformations in dysfunctional sentences, however, no significant differences among the groups were evident. (The major portion of the document consists of appendixes containing information and data related to the study.) (HOD)

ED 213 038 CS 206 755

The English Language Arts Handbook: A Process for Curriculum Building, K-12.

Montana State Dept. of Public Instruction, Helena.
Pub Date—May 81

Note—46p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Curriculum Development, *Curriculum Evaluation, *Educational Resources, Elementary Secondary Education, *English Curriculum, *Language Arts, Program Guides

Intended to help school districts develop their own language arts (kindergarten through grade twelve) curriculum guide, this handbook outlines a four-step process for curriculum planning: (1) organizing the curriculum committee; (2) identifying and assessing current philosophies and practices (includes certain standards for accreditation of Montana schools and the "Essentials of Education" statement); (3) writing or revising the English language arts curriculum (provides samples of scope and sequence, course of study, and relating goals to resources); and (4) assessment of the new curriculum. Each process consists of a set of questions, samples, and references. An annotated bibliography that is directly related to the questions is provided at the end and includes sections on general curriculum concerns, English language arts general concerns, career education, censorship and copyright concerns, composition, drama, exceptional students, language, literature, media, oral communication, and reading. (HOD)

ED 213 039 CS 206 756

Dworak, Jack
High School Newspaper Financing: An Assessment.

Pub Date—Jan 82

Note—27p. Paper presented at the mid-winter Meeting of the Secondary Education Division of the Association for Education in Journalism (Norman, OK, January 1982).

Pub Type—Reports - Research (143) — Speeches/-

Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Costs, *Financial Support, High Schools, *Journalism Education, *Media Research, Production Techniques, *School Newspapers, School Publications, State Surveys
Identifiers—*Iowa

Eighty schools that were members of the Iowa High School Press Association responded to a questionnaire about the school newspaper's financial status in light of public school budget cuts. The collected data indicated that nearly half of the respondent schools published newspapers at no cost and in cooperation with a community newspaper. Sixty school papers had subsidies from the school of \$500 or less; the majority of these did not accept advertising, and neither subscriptions nor individual sales of newspapers made up the revenues. Responses in other categories indicated that school newspaper personnel were attempting to economize, in that many schools had typesetting equipment and 80% of the schools did their own paste-up and darkroom work. Other responses indicated a healthy physical situation for newspapers in that over half published twice or more per month. A cross-tabulation of the total budget with the printing method showed that as budget size increased, the schools tended to publish independently. As circulation increased to about 1,900 schools tended to accept advertising, but only a fraction of those with a circulation of 2,000 or more accepted advertising. Those with a per issue cost tended to have offset printing and typesetting. Based on this study, the economic stability of school newspapers appears sound. (HTH)

ED 213 040 CS 206 758

Blades, Stephen Girault, Emily
The Use of Poetry Therapy as a Projective Technique in Counseling and Psychotherapy.

Pub Date—Feb 82

Note—47p. Paper presented at the Meeting of the California Personnel and Guidance Association (San Francisco, CA, February 12-15, 1982). For related document see ED 188 194.

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Bibliotherapy, *Catharsis, *Counseling Techniques, *Poetry, Psychological Needs, *Psychological Studies, Psychology, *Psychotherapy, *Writing (Composition)

Identifiers—Freud (Sigmund), Jung (Carl G)

This paper reviews the research literature pertaining to the use of poetry writing in counseling and psychotherapy as a therapeutic intervention. The paper begins with the theoretical perspectives of poetry, then discusses S. Freud's and C. Jung's views of poetry from the psychological perspective. This is followed by a discussion of studies on poetry therapy as a branch of bibliotherapy and as a projective technique. The conscious and unconscious perceptions exposed through poetry writing are then reviewed, as well as research on poetry therapy's role as psychological or emotional catharsis. The paper next lists a series of word/poetic concepts for projective use, such as bird, wind, river, or desert. The appendix contains five subjects' rank ordering of these archetypal terms, and pieces of projective poetry using those images by each of the subjects. A list of useful psychological and literary terms concludes the paper. (HTH)

ED 213 041 CS 206 759

Harste, Jerome C. And Others
Children, Their Language and World: Initial Encounters with Print. Final Report.

Indiana Univ., Bloomington. Dept. of Language Education.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Aug 81

Grant—NIE-G-79-0132

Note—618p. Parts may not reproduce well.

Pub Type—Reports - Research (143)

EDRS Price - MF03/PC25 Plus Postage.

Descriptors—Age Differences, *Developmental Stages, Handwriting Skills, *Language Acquisition, Language Experience Approach, *Language Processing, *Language Research, *Manuscript Writing (Handlettering), Reading Skills, Socioeconomic Status, Writing Research, Writing Skills, Young Children

Identifiers—*Reading Writing Relationship

The first of a two-volume final report, this document focuses on a study of written language growth and development among 3-, 4-, 5-, and 6-year old

children. The first section of the document contains five essays dealing with race, sex, age, socioeconomic status, and language; orchestrating the literacy event; reading and writing as context-specific literacy events; stages to strategies in literacy development; and a methodology for studying written language growth and development. The major portion of the document contains an analysis of the first three of seven simple tasks the subjects of the study were asked to perform: reading print common to their environment, writing their names and anything else they wished to write, and drawing a picture of themselves and signing their names. A detailed description of the procedures followed in the administration of these tasks is included in an appendix, as is a copy of the taxonomy derived from the data for purposes of data reduction and analysis. (A forthcoming volume will report on the remaining four tasks.) (HOD)

ED 213 042 CS 206 760

Miller, George A. And Others

Anaphora: A Theory and Its Applications to Developmental Research. Final Report. Rockefeller Foundation, New York, N.Y. Spons Agency—National Inst. of Education (ED), Washington, D.C. Pub Date—Jan 82 Grant—NIE-G-78-0171 Note—192p.

Pub Type—Reports - Research (143) EDRS Price - MF01/PC08 Plus Postage. Descriptors—*Cohesion (Written Composition), *Developmental Stages, Intermediate Grades, Junior High Schools, Language Patterns, *Phrase Structure, *Pronouns, Research Methodology, Sentence Structure, Writing (Composition), Writing Evaluation, *Writing Research, *Writing Skills

Identifiers—*Anaphora, Revision (Written Composition)

As the final report of a 2-year research project, this document covers work on the development of a model of anaphora and its implications for a theory of writing development. The report outlines results from a series of experiments that specified several functions of pronouns in prose and that tested hypotheses concerning the development of anaphora in good and poor elementary and junior high school writers. Section one of the report discusses a series of experiments that study the functions of pronouns and repeated noun phrases in text comprehension. Section two describes studies on the development of these pronominal functions in children's narrative writing. Section three reports on several experiments examining children's skill in revising ambiguous pronouns and repeated noun phrases. Section four discusses methodological issues concerning sample selection and the effects of various stimulus materials on children's output. Seven appendices contain reports of the research cited in the text. (RL)

ED 213 043 CS 206 768

Matthews, Dorothy, Ed.

Multi-Ethnic Literature: Help for the English Teacher. Tips on Selecting and Teaching Works by: Jewish Americans, Chinese Americans, Native Americans, and Black Americans. Illinois Association of Teachers of English, Urbana. Pub Date—82

Note—58p.; The Illinois Association of Teachers of English is an affiliate of the National Council of Teachers of English.

Available from—Illinois Association of Teachers of English, University of Illinois, 608 S. Wright, Urbana, IL 61801 (\$3.00).

Journal Cit—Illinois English Bulletin; v69 n3 Spr 1982

Pub Type—Guides - Classroom - Teacher (052) - Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—American Indian Literature, Black Literature, Chinese Culture, *Cultural Awareness, Higher Education, Jews, *Literature Appreciation, *Multicultural Education, Secondary Education, *Teacher Role, *Teaching Methods, *United States Literature

The seven articles in this journal issue provide suggestions for teaching multiethnic literature at the high school and college levels. The articles contain the following: (1) a discussion of pluralism and literature in the United States; (2) an analysis of Chinese and Chinese American literature; (3) a review of problems faced by teachers of native American liter-

ature and a description of a course in native American literature for secondary school students; (4) a description of a course in minority literature, with emphasis on the native American unit; (5) suggestions for teaching ethnic literature through themes, such as values and the family; (6) an explanation of how newspaper articles were used to show students how Richard Wright used facts in creating his fictional character Bigger Thomas; and (7) suggested guidelines for teachers of ethnic literature to use in selecting materials and in clarifying their values and those of their students. (FL)

ED 213 044 CS 206 770

Caputo, John S.

Becoming a Communicator: A Look at the English Primary School and the Development of Linguistic Strategies in Young School Children. Pub Date—Jan 82

Note—9p.; Paper presented at the Annual Meeting of the Claremont Reading Conference (49th, Claremont, CA, January 14-15, 1982).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Child Language, *Communication Skills, Comparative Analysis, Curriculum Development, *Educational Research, Foreign Countries, *Language Acquisition, Language Arts, Language Proficiency, *Language Skills, *Primary Education, Public Education, Reading, Skills, Teaching Methods, Writing Skills

Identifiers—*England, United States

Based on a five month participant-observation study of two schools, this paper describes the organization and curriculum of English primary schools, with an emphasis upon strategies and materials used in developing linguistic competence in school children. The report describes the organization, curriculum, and development of communication competence in reading, writing, and speaking in the English schools, as indicated by field notes, slides, tape recorded interviews, informal discussions with headmasters and teachers, and official school documents compiled during the study, including curriculum guides and operational procedures. The final portion of the paper presents the conclusions of the study, which state that there is a much higher degree of achievement in the British primary school system than in the American public elementary schools, and that the English schools appear to be quite successful in teaching their major goal of communication competence. (HTH)

ED 213 045 CS 206 771

Wresch, William

Prewriting, Writing, and Editing by Computer.

Pub Date—Mar 82

Note—14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (33rd, San Francisco, CA, March 18-20, 1982).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Assisted Instruction, *Computer Programs, Editing, Higher Education, Journalism Education, *Prewriting, Sentence Structure, Sequential Learning, *Teaching Methods, *Writing Instruction, *Writing Processes

Identifiers—Revision (Written Composition)

Four recently developed computer programs can help students with the composition process. The first, a prewriting program, helps students prepare to write by asking them a series of questions, similar to those an instructor would ask, intended to help them think more deeply about their subject. The second writing program also contains prewriting questions, but attempts to show subsequently how information gathered during the questioning can be structured during the actual writing stage by creating a model rough draft of the essay. The third program, developed as a text editing system for journalism assignments, relies on a matching routine that takes a series of predetermined key words and searches for them in the student's news story. The program acknowledges pertinent information and points out errors with an explanation when the pertinent information is missing. In the fourth program, also a text editing program, the computer "reads" the entered essays, then prints out statistics on sentence length, use of prepositions, and use of "to be" verbs and nouns ending in "tion." The statistics are followed by an appropriate warning about convoluted sentences or the excess of the "tion" nouns or "to be" verbs. These programs do not actu-

ally understand the essay, and better programs will be developed as more people contribute to the task; but they do successfully take students through their assigned phases in the writing process, freeing the instructor for more individualized instruction. (HTH)

ED 213 046 CS 206 772

Connelly, William

Training GTA's to Teach: Persona, Personality, and Policy.

Pub Date—Mar 82

Note—13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (33rd, San Francisco, CA, March 18-20, 1982).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Techniques, *Graduate Students, Higher Education, *Supervisory Methods, Teacher Behavior, Teacher Education, Teacher Improvement, *Teaching Assistants, *Writing (Composition), *Writing Instruction

The first identify new graduate teaching assistants (GTAs) must adopt is the "instructor" persona, which must be carried out with confidence and competence if their freshmen students are to accept them as qualified instructors. For those GTAs who are uncomfortable with this persona, the faculty supervisor can provide them with a detailed teaching plan for the first few classes. Also, an early visit by the supervisor to the GTA's classroom tends to rally the students around the GTA, thus improving self-confidence. The second role is the "human" persona, which must show sympathy, patience, and understanding for students as well as provide practical advice during the writing experience. To ensure this, GTAs might be required to perform the same writing assignments they will give their students, so that they will personally experience many of the obstacles that their students will encounter. A classroom visit while students are writing first drafts will allow the faculty supervisor to observe the GTA's answers to student questions. The third identify GTAs must assume is the "departmental" persona, in which they enforce departmental policy and course regulations. To help GTAs with the moral dilemma of grading, supervisors should mark the first few assignments without assigning grades. When grades are finally assigned, the GTAs should be required to write an end comment that explains the grade, which obligates them to clarify the grading criteria for themselves as well as their students. (HTH)

ED 213 047 CS 206 773

Miller, Susan

The Student's Reader Is Always a Fiction.

Pub Date—Mar 82

Note—19p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (33rd, San Francisco, CA, March 18-20, 1982).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Discourse Analysis, Higher Education, Literary Criticism, *Reading Processes, Rhetorical Criticism, *Teacher Attitudes, *Teacher Response, *Writing Evaluation, *Writing Instruction, Writing Processes

Identifiers—*Reader Response

Teachers read student papers with both eager and anxious expectancy about discourse they have caused but not written. Whatever the teachers may have said about what they will look for as they read, they still measure each paper against their ideas about appropriate performances in each of the categories of textual analysis. They are not reacting to the texts as would a reader who had not instigated them. This reading process is also a physical act, insofar as the teacher both marks and writes on the text at hand while continuing to read. During this many-faceted experience, teachers who are reading are taken by many moods. Reading student writing more closely resembles the careful reading of criticism than it does reading for most other purposes. The essential difference, however, is the teacher's supratextual relation to student texts. Teachers should recognize their dualism, seeing that an internal divorce between their roles as composition teachers and literature teachers is perhaps caused by double visions they have about the proper status of a text. Such a recognition—that teachers individually experience tension and frustration when they read

student writing because they hold conflicting but unarticulated values that would have them both construct and deconstruct any text—can liberate them from those very tensions. (HOD)

ED 213 048 CS 206 774
Hunt, D. G.

Group Tutorials: Teaching Students to Present Themselves in Writing.

Pub Date—Mar 82

Note—13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (33rd, San Francisco, CA, March 18-20, 1982).

Pub Type—Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Students, *Course Organization, *Grouping (Instructional Purposes), Higher Education, *Self Concept, Student Attitudes, Teaching Methods, *Tutorial Programs, *Writing (Composition), *Writing Instruction

Identifiers—*Audience Awareness

Many college students, unaware of how their writing strikes others and unaccustomed to an audience of college teachers, try to write with sophistication or profundity with little success. These students need the experience of writing for an audience that talks back; one that is diverse, has a strong reason to be frank in its criticism and praise, includes the student whose paper is being examined so that he or she will also become a critical reader and learn to trust his or her judgment, and also includes a friendly but knowledgeable instructor. The best way to provide a student writer with such an audience is to divide the composition course into an equal number of classroom weeks and group tutorial weeks. In the tutorials, students meet in small groups with the instructor to discuss each participant's essay. Such an intense, intimate critique can drastically reduce the time required to solve the problems encountered in the essays. Confronted with a real audience, students become more conscious of their presentation of themselves, their world view and their ethos, and more thoughtful students often reveal and refine strong beliefs that underlie all their essays. The revision accomplished by this teaching method forces student writers to examine their writer's persona, and sometimes their day-to-day personalities, from a new perspective. (HTH)

ED 213 049 CS 206 775
Ching, Marvin K. L.

Helping Students to Find the Proper Connective: Why the Difficulty.

Pub Date—Mar 82

Note—18p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (33rd, San Francisco, CA, March 18-20, 1982).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cohesion (Written Composition), *Connected Discourse, *Form Classes (Languages), Higher Education, Resource Materials, *Sentence Combining, *Syntax, Teaching Methods, *Writing Instruction

Identifiers—*Connectives (Grammar)

Teachers are often baffled by the inability of a number of basic writing students to use the proper connective to show relationship between sentences or phrases for coherence. Most frustrating is the teacher's inadequacy in giving definitions or explanations beyond the student's textbook descriptions of the connectives. However, a cursory examination of the linguistic literature concerning the semantic and syntactic uses of connectives often reveals subtle, intricate, and intriguing relationships among the meanings of a connective as well as interesting interrelationships among various connectives themselves. Teachers should also make use of the psycholinguistic information concerning the developmental principles in acquiring various connectives. Effective combining of sentences demands fuller knowledge of (1) the grammatical system of English, (2) the deletion rules to produce more economical sentences, and (3) the punctuation that can take the place of connectors. Clearly, current student handbooks, rhetoric texts, and sentence combining books could present much more thoroughly the semantic and syntactic operations of connectors. (HOD)

ED 213 050 CS 206 812
King, Martha L. Rentel, Victor M.

How Children Learn to Write: A Longitudinal Study. Final Report, September 1, 1979-August 31, 1980 and January 1, 1977-March 31, 1980.

Ohio State Univ., Columbus. Research Foundation. Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Jun 81

Grant—NIE-G-79-0039; NIE-G-79-0137

Note—305p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—Case Studies, *Coherence, *Cohesion (Written Composition), Handwriting, *Language Processing, Longitudinal Studies, *Oral Language, Primary Education, Story Telling, Writing (Composition), *Writing Research, *Written Language

Identifiers—*Story Grammar

Described in this report is a longitudinal study that examined the transition that children make from oral to written texts in respect to their use of cohesive devices and particular story structure elements in two modes of oral and one mode of written language. The first section provides an overview of the study and discusses literacy development, while the next section discusses the selection of subjects (72 urban and suburban children in kindergarten through grade two), data collection procedures, coding preparations, cohesion coding and analyses, and story structure coding and analyses. The results of the coding analysis are discussed in the third section, which is followed by a section reviewing the results of the story structure analysis. Conventions of print are discussed in the fifth section, which is followed by a section reviewing three related studies. The report concludes with a description of a case study of one boy's struggle to write. Appendixes include (1) a sentence repetition test of standard English, (2) a modified index to status characteristics, (3) retelling procedures, (4) dictation procedures, (5) illustrative written text, (6) illustrative parsed typescript, (7) original typescript, (8) definitions and procedures for coding proppian functions, (9) supplementary MANOVA and ANOVA tables, and (10) text length and syntactic complexity results and discussion. (HOD)

ED 213 051 CS 503 697
Powers, William G. Lowry, David N.

Basic Communication Fidelity: An Initial Investigation.

Spons Agency—North Texas State Univ., Denton. Pub Date—28 Oct 80

Note—31p.; Paper presented at the Annual Meeting of the International Communication Association (Minneapolis, MN, May 21-25, 1981).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Communication (Thought Transfer), Communication Problems, *Communication Research, Communication Skills, *Evaluation Methods, Interpersonal Competence, *Models, Speech Communication

Defining communication fidelity as the communication of ideas by one person in a way that results in the construction of congruent ideas by the recipient of that communication, this paper describes a model of basic communication based on this construct that will provide specific information about communication problems. The paper also discusses five studies that investigated the various aspects of the model and explores the model's implications for researchers and educators. (FL)

ED 213 052 CS 503 753
Phillips, Gerald M.

A Model for Scientific Validation of Critical Advisors.

Pub Date—May 81

Note—22p.; Paper presented at the Annual Meeting of the International Communication Association (Minneapolis, MN, May 21-25, 1981).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Evaluation Criteria, *Generalization, Higher Education, *Scientific Methodology, Scientific Principles, *Speech Communication, *Speech Instruction, Student Teacher Relationship, *Teacher Role

Intentional, conscious speech is composed of both scientific and artistic components and thus requires instruction from both perspectives. Teachers often

employ nonvalidated propositions—derived from personal and vicarious experience, results of scientific investigations, or folk wisdom—to advise students on speech performance. Care must be taken in translating scientific findings into a technology of speech improvement. But regardless of where teachers derive critical guidelines, the proper use of criticism requires a scientific approach characterized by the development and testing of hypotheses about the effect of particular changes and positively defined outcomes. The student speaker represents a population of behaviors, each of which is amenable to some kind of experimental analysis. The task of the teacher is to derive sound advice from scientists who study general behavior as a basis for a particular hypothesis about the behavior of a given person in a given case. Application of an understanding of scientific investigation to the derivation of critical principles acts as a method of criticizing generalizations, so that even if a false or useless generalization is selected by the teacher, individually testing it with particular speakers can provide an empirical base for decisions about its utility. (HOD)

ED 213 053 CS 503 758
Breen, Myles Corcoran, Farrel

The Myth in the Discourse.

Pub Date—Apr 82

Note—41p.; Paper presented at the Annual Meeting of the Central States Speech Association (Milwaukee, WI, April 15-17, 1982).

Pub Type—Information Analyses (070) — Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Communication (Thought Transfer), Communication Research, *Cultural Awareness, *Cultural Influences, Cultural Interrelationships, *Mythology, *Popular Culture, *Speech Communication, Television Viewing, Theories

Identifiers—Barthes (Roland)

Reflecting the ideas of Roland Barthes, this paper examines the nature and importance of myth as a type of speech. The investigation proceeds by discussing myth from the perspectives of both traditional and contemporary disciplines, then considers the universality of myth, its religious impulse, and its functions. Using examples from television news coverage (the Iranian crisis) and popular culture (other television programming, such as soap operas and situation comedies like "All in the Family," and the John Wayne myth), the paper delineates several functions of myth: (1) to interpret and fit unfamiliar situations into old symbolic molds; (2) to create exemplary models for a whole society by translating a single life-history into an archetype; (3) to construct a "language of argument," whereby conflict is presented and mediated, such as the resolution of contemporary social problems in the science fiction series "Star Trek"; and (4) to organize reality, history, and experience into recognizable patterns. The paper also examines the ways in which culture, myth, ritual, and ideology are entwined, and postulates the effects of challenging myths, creating myths, and destroying myths (demythologizing). In this last respect, and noting that myths must be unrecognized as being such to be potent, the paper questions the role of the communication scholar in exposing myths to public scrutiny. (RL)

ED 213 054 CS 503 759
Haiman, Franklin S.

Beyond Free Speech: A Critical Examination of the Realities Surrounding the First Amendment.

Pub Date—Nov 81

Note—7p.; Paper presented at the Annual Meeting of the Speech Communication Association (67th, Anaheim, CA, November 12-15, 1981).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Censorship, Communication (Thought Transfer), *Freedom of Speech, Mass Media, *Social Environment, *Socioeconomic Influences, *Speech Communication

Identifiers—*First Amendment, *Media Use

A strictly legal rights approach to freedom of expression is inadequate because it fails to acknowledge that such freedom rests on a set of assumptions that are not adequately met in the United States, and so make that system ineffectual. The first assumption is that speech can influence the beliefs and behavior of those to whom it is addressed; but this country's increasingly centralized wealth and political power create self-interest groups capable of opposing the messages of others' free speech. The

second assumption is that those who have a stake in decision making (all citizens) will have the motivation and communication competence to express themselves; but rampant illiteracy and inadequate education leave a vast number of Americans at a disadvantage. The third assumption is the "de facto" freedom to express oneself; but often citizens prefer silence to censure from family, employers, and neighbors, or to harassment from vigilante groups. The final condition for free speech is access to channels through which it can reach its intended audience; but this access remains contingent upon media "gatekeepers" and is reserved for the wealthy. Creation of publicly owned competing channels in radio, television, and newsprint is one possible solution. However, the legal right of expression must be woven into the psychological and economic fabric of American society to make the First Amendment more of a right than an empty promise. (HTH)

ED 213 055 CS 503 760

Jensen, Marvin D.

Teaching Interpersonal Communication through Novels, Plays, and Films.

Pub Date—Apr 81

Note—17p; Paper presented at the Meeting of the Conference on Culture and Communication (Philadelphia, PA, April 1981).

Pub Type—Opinion Papers (120) — Speeches/-Meeting Papers (150) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Communication (Thought Transfer), Content Analysis, Drama, *Educational Theories, Evaluation Criteria, *Films, Higher Education, *Instructional Materials, *Literature, Novels, *Teaching Methods

Identifiers—*Interpersonal Communication

Intended for use by instructors of college level interpersonal communication courses, this paper offers examples of theoretical concepts of interpersonal communication that can be illustrated through literature and popular film. The first part of the paper discusses the criteria on which the selection of novels, plays, and films for the study of human interaction should be based. It then applies Abraham Maslow's five characteristics of the self-actualized person to the central character in the novel "A Separate Peace." The third part of the paper examines the theories of C. Hampden-Turner and V. Frankl as they are illustrated in the writing of author Willa Cather, while the fourth part applies the theories of psychiatrist R. D. Laing to the play "Equus." The fifth part discusses psychiatrist Thomas Szasz's theories as they are explored in the play "Whose Life Is It Anyway?" and applies the rational-emotive process described by Albert Ellis to the behavior in the novel and film "Ordinary People." The final section of the paper examines the film "Midnight Express" as being of little value in the study of human relationships, because it distorts the reality portrayed in the original book. (HTH)

ED 213 056 CS 503 761

Follert, Vincent F. Benoit, William L.

Argument about Argument.

Pub Date—Nov 81

Note—23p; Paper presented at the Annual Meeting of the Speech Communication Association (67th, Anaheim, CA, November 12-15, 1981).

Pub Type—Opinion Papers (120) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Debate, *Decision Making, Evaluation Criteria, *Guidelines, Higher Education, *Judges, *Persuasive Discourse, *Policy Formation, Speech Communication

The recent innovation of adapting the debate to the judge's preferred philosophy appears to have been supplanted by a converse trend: advocates now attempt to force the judge to adopt the paradigm dictated by the strategies of the debate round. The existence of such a widespread dispute over the appropriate decision making system in debate requires the development of criteria for discriminating between paradigms. Any decision system or set of decision rules can be evaluated on the basis of six criteria: (1) fitness (for the academic debate context), (2) fairness (to each team), (3) clarity and consistency, (4) facilitation of the decision making process, (5) encouragement of quality argumentation, and (6) application of criteria from original context (if any). These criteria serve as a set of "topoi" for the advocate faced with the burden of defending a particular decision rule in the course of

a debate. The criteria also allow a variety of particular decision rules. In selecting a policy, the judge may follow guidelines in four areas: presumption, costs and benefits evaluation, probabilistic treatment, and counterplans. Decision rules permit sorting of competing claims in these areas, and the eventual rendering of a decision. (HOD)

ED 213 057 CS 503 762

Tiemens, Robert K. And Others

An Integrative Verbal and Visual Analysis of the Carter-Reagan Debate.

Pub Date—Nov 81

Note—20p; Paper presented at the Annual Meeting of the Speech Communication Association (67th, Anaheim, CA, November 12-15, 1981).

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Communication Research, *Conflict, *Content Analysis, *Debate, Nonverbal Communication, *Persuasive Discourse, Speech Communication, Television

Identifiers—*Carter (Jimmy), Presidential Campaigns, *Reagan (Ronald)

Noting that confrontation is a fundamental element of debate, a study examined the confrontational nature of a 1980 presidential debate between Jimmy Carter and Ronald Reagan by analyzing its verbal and visual context as presented through television. By means of videotapes, still photographs, and a typed transcript, each instance of a verbal attack or refutation was identified as a confrontational segment and categorized according to the issue being addressed. Selected verbal characteristics within each segment, such as loaded language and direct references to the opponent, were also noted. To arrive at an integrated analysis of the verbal and visual content, the following visual factors were also noted: type of shot, nonverbal characteristics, sequencing of visual images, vector orientation, and vector target. The results indicated that 53 attacks and refutations occurred during the debate. Reagan initiated 16 attacks and offered 15 refutational statements, while Carter initiated 21 attacks and made only one refutational statement. The issues of inflation, the Salt II Treaty, and the Social Security System generated more confrontational statements than did the remaining five topics of debate. While the degree and intensity of confrontation was "minor," it is clear that Reagan was much more aggressive than Carter in trying to engage his opponent in direct confrontation. (HTH)

ED 213 058 CS 503 763

Phelps, Lynn And Others

Cross Situational Consistency of Communication Behaviors: A Theoretical Overview, Apprehension, Androgyny, Organizational Relationships: Trust/Satisfaction.

Pub Date—80

Note—60p; Paper presented at the Annual Meeting of the International Communication Association (Minneapolis, MN, May 21-25, 1981).

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Androgyny, Anxiety, *Behavior, Behavioral Science Research, *Communication Research, *Environmental Influences, Higher Education, *Interpersonal Relationship, Organizational Communication, *Personality Traits, Self Evaluation (Individuals), Sex Role, *Test Validity, Work Environment

Identifiers—Communication Apprehension, Interpersonal Communication, *Situational Variables

Three studies tested the capability of three measurement instruments to predict a communication behavior across a variety of communication situations. The intent of these related studies was to demonstrate the utility of a self-presentation analysis of the concept of personality, an approach postulating that people strive to create the impression that they possess a particular personality attribute solely in response to social reinforcement contingencies. The three studies examined the responses of 278 college students to the Personal Report of Communication Apprehension (PRCA); the responses of 266 college students to the Personal Attributes Questionnaire (PAQ), which measures an individual's perception of his or her masculine-feminine behavior; and the responses of 165 university staff personnel to the International Communication Association (ICA) audit relationships scale, which measures an individual's level of trust and communication satisfaction with superiors and coworkers.

In each of the studies, subjects completed both the target instrument and an instrument measuring the communication variable of interest across a variety of contexts. Overall, the three studies provided strong support for the "state" theory of the communication variables of apprehension, androgyny, and organizational trust/satisfaction, because the PRCA, the PAQ, and the ICA audit did not consistently predict subjects' responses across a variety of communication situations. (A theoretical overview of self-presentation analysis and situational influences precedes the reports of the three studies.) (RL)

ED 213 059 CS 503 764

Jassem, Harvey C. Glasser, Theodore L.

Random Allocation of Licenses and the Public Interest in Ownership Diversity.

Pub Date—Nov 81

Note—25p; Paper presented at the Annual Meeting of the Speech Communication Association (67th, Anaheim, CA, November 12-15, 1981).

Pub Type—Opinion Papers (120) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Broadcast Industry, Equal Protection, *Federal Regulation, Mass Media, *Public Policy, *Radio, Telecommunications, *Television Identifiers—*Broadcast Licensing, Federal Communications Commission, *Ownership

For nearly half a century, the Federal Communications Commission (FCC) has been exercising its authority to grant and deny applications for broadcast licenses. In the process of comparison used by the FCC to assess qualified new applicants, two considerations weigh heavily: (1) the best practicable service to the public, and (2) maximum diffusion of control of the mass communications media. Sometimes comparative hearings play a vital role in the Commission's efforts to consider such substantive criteria as ownership and ownership diversity. However, since the comparative hearings have proven to be neither an effective nor an efficient administrative procedure for choosing among qualified applicants, the United States Congress has authorized the FCC to use a lottery approach, a system of random selection. For the system to include underrepresented owners, the Commission could assign a particular, though arbitrary, preference to those applicants or the Commission could choose to assess the degree of each minority applicant's lack of representation and assign a preference factor to each minority applicant. The latter approach would accommodate differences among minority applicants. Nevertheless, as efficient as a lottery may be for allocating a license or permit, its effectiveness in securing the best practicable service or promoting ownership diversification—the two standard comparative issues—is suspect. Any system of random selection limits the Commission's discretion and inevitably leaves important decisions and choices to chance. (HOD)

ED 213 060 CS 503 765

Shore, Cecilia

Early Combinations of Words and Actions.

Pub Date—Apr 81

Note—11p; Paper presented at the Annual Meeting of the Rocky Mountain Psychological Association (Denver, CO, April 1981).

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Child Development, *Child Language, *Cognitive Development, *Language Acquisition, *Language Processing, *Language Research, Language Skills, Language Usage, *Play, Young Children

Previous research has shown a similar starting time for early combinations of words and play actions in children and has suggested that similar cognitive processes underlie the transition to combining activities in language, symbolic play, and manipulative play. A study was undertaken to investigate combining activities in these three domains and to look for correlations among the activities in a sample of children who were approximately two years old. The 30 subjects engaged in symbolic play tasks that involved a set of modelled scenarios such as hugging a toy dog, putting a leash on it, and making it eat from a bowl. Each scene was modelled with both appropriate and inappropriate objects. They also performed manipulative play tasks that included a modelled action sequence of banging a plastic ring with a block, spinning the ring, and then stacking it on a dowel. For both tasks, the

dependent measure of play combinations was the number of actions the child could string together without interruption. The dependent measure for language was mean length of utterance (MLU). No correlation was found between MLU and combining abilities in symbolic play with appropriate objects. However, a positive correlation was found between symbolic play combinations with inappropriate objects and MLU. A negative correlation was found between manipulative play combinations and MLU. (FL)

ED 213 061 CS 503 766

Parks, Arlie Muller Swift, Louisa H. W.

A Description of a Self-Evaluation Measure of Communication Apprehension.

Pub Date—May 81

Note—9p.; Paper presented at the Annual Meeting of the International Communication Association (Minneapolis, MN, May 21-25, 1981).

Pub Type—Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Anxiety, *Classroom Techniques, College Students, *Communication Problems, Higher Education, Identification, *Self Evaluation (Individuals), *Speech Communication, Speech Instruction, Student Evaluation

Identifiers—*Communication Apprehension

A free response self-evaluation instrument to determine the existence of communication apprehension or anxiety has been used at Pennsylvania State University and Mansfield State College in Pennsylvania as part of their programs to identify reticent and communication apprehensive students. The instrument is administered as an assignment on the first day of class and again during the final week of class. In a short essay, students are asked to discuss what they experience when they are involved in various problematic communication situations, focusing on the behaviors they exhibit while attempting to communicate in these situations and how they would change their behavior to improve their communication in these instances. The students also describe those situations in which they feel satisfied with their communication behavior. This extensive self-evaluation provides the instructor with information on students' misconceptions about communication and any unrealistic expectations they may have. Student responses on the second self-evaluation focus on their improvements and on their heightened sense of confidence. If students believe they are more confident and are using effective communication behaviors and techniques, for all "practical" purposes they are no longer communication apprehensive. (HTH)

ED 213 062 CS 503 767

Byrd, Marquita L. Williams, Hampton S.

Language Attitudes and Black Dialect: An Assessment. (1) Language Attitudes in the Classroom.

(2) A Reliable Measure of Language Attitudes.

Pub Date—Nov 81

Note—15p.; Paper presented at the Annual Meeting of the Speech Communication Association (67th, Anaheim, CA, November 12-15, 1981).

Pub Type—Speeches/Meeting Papers (150) - Tests/Questionnaires (160) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Attitude Measures, *Black Dialects, *Classroom Communication, *Communication Research, Elementary Secondary Education, *Language Attitudes, *Teacher Attitudes, Test Construction, Test Reliability, Test Validity

These two related papers provide information on teacher attitudes toward black dialect use in the classroom and the measurement of such attitudes. The first paper reports on data from 176 administrators, counselors, teachers, and student teachers, revealing significant relationships between a teacher's definition of black dialect, attitudes toward black dialect, and race of teacher. The second paper describes the steps taken to refine and improve a language attitude inventory (LAI) so that it could be used to describe and to make inferences about teachers' attitudes toward the use of black dialect in the classroom. The two versions of the LAI and a bibliography on teacher attitudes and dialects are provided. (RL)

ED 213 063

Pearson, Judy C.

Gender, Similarity, and Source Credibility.

Pub Date—Feb 82

Note—22p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Denver, CO, February 19-23, 1982).

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adults, Attitude Measures, *Communication Research, *Credibility, Females, *Information Sources, Interpersonal Competence, Males, *Role Perception, *Sex Differences, Sex Role, Surveys

More than 300 adults responded to a telephone survey designed to examine whether the gender of the source and the similarity of gender between the source and the receiver affected the receiver's perception of source credibility. The results indicated that (1) men had more overall credibility than did women, (2) women recognized that they would have more credibility if they were men, (3) men recognized that they would have less credibility if they were women, and (4) both sexes recognized that they would have higher credibility with other persons of the same sex than with persons of the opposite sex, and that persons of the same sex would have more credibility with them. (FL)

ED 213 064

Frisbell, Marshall

Heterosocial Communicative Behavior and Communication Apprehension.

Pub Date—Feb 82

Note—35p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Denver, CO, February 19-23, 1982).

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Anxiety, *Behavior Patterns, College Students, *Communication Research, Communication Skills, Females, Higher Education, *Interpersonal Competence, Males, Test Validity

Identifiers—*Communication Apprehension, *Interpersonal Communication

A study investigated the relationship between levels of communication apprehension (high or low) and eight heterosocial (between sexes) communicative behavior variables—conditioned anxiety, heterosocial skills, heterosocial apprehension, activity, proximity, heterosocial expectations, physical attractiveness, and heterosocial importance. In addition, the study evaluated the validity of the Relational Practices Instrument (RPI), which had been developed to measure the eight variables. Subjects were 200 undergraduate college students who completed the RPI and the Personal Report of Communication Apprehension, which was used to classify students as high or low apprehensive. The results showed that low apprehensive students reported greater degrees of heterosocial skills and perceived self-physical attractiveness, and lower degrees of conditioned anxiety and heterosocial apprehension than did high apprehensive students. The findings revealed no significant differences between the two groups on heterosocial expectations, importance, activity, or proximity. The findings provide some support for construct validity of the RPI. (FL)

ED 213 065

Acker, Stephen R.

Speed, Space, Kids and the Television Cyplos: Viewers' Perceptions of Velocity and Distance in Televised Events.

Pub Date—May 81

Note—49p.; Paper presented at the Annual Meeting of the International Communication Association (Minneapolis, MN, May 21-25, 1981).

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Age Differences, *Cognitive Processes, College Students, *Depth Perception, *Developmental Stages, Elementary School Students, Higher Education, Learning Theories, *Spatial Ability, *Television Research, Television Viewing

Identifiers—*Camera Angles, *Piagetian Theory, Velocity

Television wide-angle lenses expand distances and increase apparent velocity, while long lenses compress space and reduce apparent velocity. Based on these assumptions, a study was conducted (1) to

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examine the ability of viewers of different ages to recognize how lenses change the "real world" they project and (2) to extend Jean Piaget's research on cognitive development to television. Subjects were 46 third grade students, 47 seventh grade students, and 54 undergraduate college students. These grade levels were chosen to represent individuals in the concrete operational stages, in transition from concrete to formal operational stages, and in the formal operational stages as identified by Piaget. The subjects were asked to judge velocity and distance in three conditions in which images photographed by lenses of different focal lengths were compared. In addition, the subjects completed tests to measure their experience with television. The results suggest that the focal length of a television camera lens influences how a large percentage of viewers perceive velocity and distance in televised events. The results also confirm a progression in cognitive development from concrete operational thought to formal operational thought as discussed by Piaget. (FL)

ED 213 066

McEdwards, Mary G.

The Older American Audience: How "Old" is "Older"?

Pub Date—Feb 82

Note—11p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Denver, CO, February 19-23, 1982).

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Age Discrimination, Age Groups, Attitude Measures, Chronological Age, Communication (Thought Transfer), *Communication Research, *Labeling (of Persons), *Language Usage, *Older Adults, *Public Opinion, *Stereotypes

A study was conducted to determine the meanings people give to certain words that describe different groups of people. Participants indicated the chronological age they have in mind when using 15 age terms, including baby, senior citizen, adolescent, infant, mature, elderly, youth, and old. The 150 replies to the questionnaire came from college students, members of community social clubs, secretaries, faculty, and residents of a retirement home. The results indicated that the stereotypes of the old, elderly, and aging are firmly entrenched in the communication and attitudes of many Americans. At least 14% of the respondents used the terms senior citizen and aged to include persons as young as 60 years of age. Most respondents used the terms senior citizen, elderly, old, and aged to describe people 70 years of age, while 79% considered middle-aged to be descriptive of the 40 to 50 age group. More of the respondents considered age 70 as "old" rather than choosing ages 75 and 80. There were no correlations between respondents' demographic factors (age, income, and education) and their answers to the age questions. (Following the report of the questionnaire results, an argument is made for developing better communication with persons in the second half of life by considering many more individual characteristics than mere chronological age. A copy of the questionnaire is provided.) (RL)

EA

ED 213 067

Smith, Martha L. And Others

The Effectiveness of Four Women Administration

Advocacy Models.

Southwest Educational Development Lab., Austin, Tex.

Pub Date—81

Note—24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150) - Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Administrators, Administrator Selection, *Advocacy, Elementary Secondary Education, *Employed Women, Information Networks, Management Development, Models, Professional Associations

Identifiers—Project AWARE

Since the number of women in public school administration has continued to decline nationwide, the authors sought to assess the effectiveness of four current models of women administration advocacy

EA 013 818

CS 503 770

efforts. Loosely coupled under Project AWARE (Assisting Women to Advance through Research and Encouragement), the four models are sponsored and coordinated through the American Association of School Administrators and are funded by the Ford Foundation. The authors used a questionnaire and telephone interviews to gather data on the models' operations and effects. Model one, in New England, is an individual membership organization made up of six state units; model two is an internship program in North Carolina operated by a university women's center; model three provides training of individuals selected from state offices in the Southwest by a regional educational laboratory; and model four is an information exchange and linkage system operated by a monitoring organization in the South. The authors point out that the assessment data are too preliminary for a summative evaluation. However, they feel that there are indicators of success for each model. A copy of the questionnaire is appended. (Author/RW)

ED 213 068 EA 014 222
Schools and Their Principals—Do Make a Difference. Research Action Brief No. 20.
 ERIC Clearinghouse on Educational Management, Eugene, Ore.
 Spons Agency—National Inst. of Education (ED), Washington, D.C.
 Pub Date—Dec 81
 Note—7p.

Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 (free).
 Pub Type—Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
 Descriptors—Academic Achievement, Achievement Gains, Administrator Responsibility, *Administrator Role, *Educational Environment, Educational Quality, Elementary Secondary Education, Norms, *Organizational Effectiveness, Outcomes of Education, *Principals, *School Role, Success
 Identifiers—*School Effectiveness

After first glancing at previous research suggesting that schools (and principals) had little effect on students, this research review focuses on six research studies that suggest the opposite: schools (and their principals) can make an important difference in student achievement. The review highlights Michael Rutter's three-year study of British ten-year olds, which concluded that the "ethos" or norms of a school exert more influence on students than any other factor. Also discussed is Wilbur Brookover's study of Michigan elementary schools that reached a similar conclusion: a successful school has a climate that furthers success. These findings are seen to support those of Gilbert Austin, who found in addition that unusually successful schools all had a principal or other leader who was exceptional. Ronald Edmonds, who reviewed studies of effective schools, is also cited as finding that strong administrative leadership is the most important factor in school effectiveness. Finally, two other studies are briefly mentioned that emphasize the importance of leadership to school effectiveness. The review concludes that schools do positively affect the achievement of students by creating norms that support achievement and that the person who has the most influence on these is the principal. (Author/JM)

ED 213 069 EA 014 245
The Effective Principal. The Best of ERIC on Educational Management, Number 64.
 ERIC Clearinghouse on Educational Management, Eugene, Ore.
 Spons Agency—National Inst. of Education (ED), Washington, D.C.
 Pub Date—Feb 82
 Note—6p.

Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 (free).
 Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.
 Descriptors—Academic Achievement, Administrator Characteristics, *Administrator Role, Annotated Bibliographies, Elementary Secondary Education, Institutional Characteristics, Leadership Styles, Literature Reviews, *Principals, *Program Effectiveness, *Success, Urban Schools
 Identifiers—*Administrator Effectiveness

Eleven annotations of studies or summaries of studies that are entered in the ERIC system are presented in this leaflet. All the annotations concern principals' behavior characteristics and institutional programs that are related to school success as measured by student achievement. The studies reviewed agree that exemplary principals share a number of characteristics such as being effective problem solvers, taking an active role in school administration, and possessing a human relations orientation. Information for ordering copies of the items reviewed is supplied in the leaflet. (MLF)

ED 213 070 EA 014 259
School Size: A Reassessment of the Small School. Research Action Brief Number 21.
 ERIC Clearinghouse on Educational Management, Eugene, Ore.
 Spons Agency—National Inst. of Education (ED), Washington, D.C.
 Pub Date—Feb 82
 Contract—400-78-0007
 Note—5p.

Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 (free).

Pub Type—Information Analyses (070) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.
 Descriptors—Academic Achievement, Comprehensive Programs, Consolidated Schools, Cost Effectiveness, Educational Quality, Educational Research, Efficiency, Elementary Secondary Education, Expenditure Per Student, Input Output Analysis, Public Opinion, *School Size, School Support, *Small Schools

The movement toward school consolidation was triggered by James Bryant Conant's contention that larger schools are more efficient and offer more comprehensive programs. Many studies seem to support the claim that larger schools are cheaper to operate. Yet problems with these studies include wide variation in the minimum, optimum, and maximum sizes favored by writers and difficulties in comparing cost figures. Furthermore, there is great disagreement in the research about whether larger schools in fact offer higher quality education. Some studies suggest that schools can be both too small and too large to be effective, with 1,600 to 1,700 suggested as the optimum size for high schools. The most reliable studies show that size makes no difference in academic achievement. Regardless of research findings, parents favor smaller schools. Research suggests that this predilection may result from the presence of innovative and involved teachers, supportive atmosphere, and closer connections between principal and staff in small schools. Perhaps educators should look for ways to overcome shortcomings of small schools and accentuate their advantages. (Author/JM)

ED 213 071 EA 014 285
Report on Symposium on Effective Schools (Belmont Retreat Center, Elkridge, Maryland, April 12-14, 1980).

National Committee for Citizens in Education, Columbia, Md.
 Pub Date—Jun 80
 Note—50p.

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Achievement, Administrator Role, Conferences, Educational Environment, Educational Objectives, *Educational Practices, *Educational Research, Elementary Secondary Education, Expectation, Institutional Characteristics, Leadership Responsibility, Parent Participation

Identifiers—*School Effectiveness
 A three-day conference on effective schools sponsored by the National Committee for Citizens in Education brought educational researchers, school practitioners, and parents together to discuss a promising approach for restoring the quality of urban schools. This paper, a report of the conference, provides a succinct review of the literature on effective schools, listing school characteristics that appear to be linked to student achievement and factors that are apparently not related to student achievement. In addition it summarizes the conference proceedings (including the results of a preconference survey of participants) and the consensus reached on strong leadership, the ingredients of effective

schools, goals and objectives, parent and community participation, expectations for students, school climate, and inservice training. A minority report is also reviewed and collective actions suggested for the future. The question of what makes an effective school generated answers from three different perspectives—those of practitioners, parents, and researchers. In conclusion, the report points out implications of the effective practices discussed during the symposium. (WD)

ED 213 072 EA 014 332
Academic Learning Time. The Best of ERIC on Educational Management, Number 65.
 ERIC Clearinghouse on Educational Management, Eugene, Ore.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Mar 82
 Contract—400-78-0007
 Note—5p.

Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 (free).

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.
 Descriptors—*Academic Achievement, Educational Research, Elementary Secondary Education, Mastery Learning, *Time Factors (Learning), *Time on Task

The twelve papers, articles, and reports presented in this annotated bibliography review theories and evidence on the relationship between learning time and academic achievement in elementary and secondary schools. The papers concentrate on three types of learning time: "time on task," which is the amount of time students are actually engaged in learning; "allocated time," the time a teacher schedules for a learning activity; and "academic learning time," the time a student spends successfully learning. Several papers relate time on task to contextual, instructional, and pupil variables and to the match between a particular student and the difficulty of a task. Other papers suggest a model of the relationship of time to learning and note the significance of time in the mastery learning and direct instruction techniques of teaching. A workshop on how to increase academic learning time in the classroom is described in one article, while the final paper examines the relationship of another kind of time, teachers' lesson preparation time, to academic achievement and students' prior achievement levels. (RW)

ED 213 073 EA 014 348
Kelsh, Bruce
Creswell's Energy Efficient Construction Program: A Big Project for a Small School.
 Oregon School Study Council, Eugene.

Pub Date—Jan 82
 Note—34p.

Available from—Oregon School Study Council, College of Education, University of Oregon, Eugene, OR 97403 (\$4.00, \$3.00 prepaid; quantity discounts).

Journal Cit—OSSC Bulletin; v25 n5 Jan 1982
 Pub Type—Reports - Descriptive (141) — Collected Works - Serials (022)

EDRS Price - MF01/PC02 Plus Postage.
 Descriptors—Awards, *Conservation Education, Construction Programs, Disabilities, Economically Disadvantaged, *Educational Innovation, *Energy Conservation, Females, Grants, Greenhouses, Secondary Education, *Solar Radiation, Student Recruitment, *Vocational Education, Vocational Education Teachers

Identifiers—*Creswell Public Schools OR
 In Creswell (Oregon) High School's award winning vocational education program, students study energy efficient construction along with basic building skills. Part of the program has been the active recruitment of female, minority, disadvantaged, and handicapped students into the vocational area. Students have assembled solar hot water collectors, built a passive solar greenhouse, organized a touring energy road show, and gained state and national recognition for their efforts. This publication explores the history and development of Creswell's energy efficient construction program and analyzes its implications for other schools. (Author/MLF)

ED 213 074 EA 014 360

Burns, Mildred L.

A Values Based Objectives Planning System: Planning for Quality Education.

Pub Date—Aug 81

Note—44p; Paper presented at the Annual Meeting of the National Conference of Professors of Educational Administration (35th, Seattle, WA, August 16-21, 1981).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120) — Guides - General (050) EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Behavioral Objectives, Decision Making, *Educational Objectives, *Educational Planning, Elementary Secondary Education, Leadership, Outcomes of Education, Postsecondary Education, *Values

The Values Based Objectives Planning System is a method of educational planning that will achieve quality education, according to the author, by expressing goals and objectives as values instead of as behaviors. The author first defines planning as the preparation in visual form of a conceptual model of a thing, operation, or event. She then discusses organizational planning, in which she includes analysis, planning, decision-making, and researching. She distinguishes planning from both decision-making and problem-solving but notes that planning and decision-making together constitute leadership. Her description of how to do Values Based Objectives (VBO) Planning covers the determination of a plan's scope, the characteristics of a good plan, and the five steps in VBO planning, including planning for success and evaluation, considering alternate means, planning for implementation and operation, and allocating resources. The author discusses the distinctions between goals and objectives and between values based objectives and behavioral objectives. Her three rules for writing values based objectives state that the objectives should express valued achievements or attitudes, not behaviors; should be qualitative, not quantitative; and should be expressed as results, not means or processes. (Author/RW)

ED 213 075 EA 014 364

Sergiovanni, Thomas J., Ed.

Supervision of Teaching.

Association for Supervision and Curriculum Development, Alexandria, Va.

Report No.—ISBN-0-87120-112-7

Pub Date—82

Note—207p; Prepared by the Association for Supervision and Curriculum Development 1982 Yearbook Committee. Some pages in appendix will not reproduce well due to poor print quality. Available from—Association for Supervision and Curriculum Development, 225 N. Washington St., Alexandria, VA 22314 (Stock No. 610-82262; \$10.00; quantity discounts; orders under \$20.00 must be prepaid).

Pub Type—Books (010) — Opinion Papers (120) — Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Accountability, Elementary Secondary Education, Higher Education, Human Relations, Human Resources, Models, School Organization, *Staff Development, *Supervisory Methods, *Teacher Improvement, *Teacher Supervision

The thirteen chapters of this book deal with the varied facets of supervision and give perspective on its history, organizational framework, strategies, models, and future prospects. Part 1 provides a brief historic sketch of supervision in the United States and then moves directly to the issue of evaluating and understanding teaching. The three faces of supervision, the scientific, artistic, and clinical views, are discussed in Part 2. The theory of supervisory practice proposed here seeks to integrate the three views around the theme of helping teachers to be more effective. Part 3 is concerned with the human factor in supervision. Part 4 examines the impact of the curriculum and bureaucratic structure on the process of supervision. Included is an analysis of political and social forces that affect educational policy. Part 5 assesses the possibilities for and new directions in developing the field of supervision and evaluation. A state of the art summary is provided, followed by possibilities for promoting supervisors' development. (Author/MLF)

ED 213 076 EA 014 366

McLeary, Lloyd E.

Toward a Reconstruction of the Principalship.

Iowa Univ., Iowa City. Inst. for School Executives. Pub Date—Dec 81

Note—5p.

Available from—Editor, The Executive Review, Institute for School Executives, University of Iowa, 210 Lindquist Center, Iowa City, IA 52242 (\$1.00).

Journal Cit—The Executive Review; v2 n3 p1-4 Dec 1981

Pub Type—Information Analyses (070) — Opinion Papers (120) — Collected Works - Serials (022) EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Achievement, Administrator Attitudes, Administrator Characteristics, *Administrator Responsibility, *Administrator Role, Curriculum Development, Educational Change, Educational Research, Elementary Secondary Education, *Principals, Productivity, *School Administration, School Support, Teacher Administrator Relationship

Identifiers—School Effectiveness

The principalship promises to be fundamentally different in the future than it has been in the past. Throughout the seventies, social trends and studies of schooling caused a loss of confidence in the principal. Yet by the end of the decade, principals were seen to be important in affecting school productivity, as was suggested by many studies of school effectiveness. Both practitioners and scholars now tend to conceive of the role of principal as a balance of management and instructional leadership. Currently surveys show that management duties are extremely time-consuming and leave little room for instructional leadership. Furthermore, if we look to research to provide a knowledge base to support a reconstruction of the principal's role, we find that such a knowledge base does not exist. Yet there are value changes in the society that would favor a reconstruction of the principal's role. There is also a growing recognition of the centrality of the principal in school improvement. School principals clearly are in a strategic position to contribute to the solution of educational problems. Much is needed to be done in the reconstruction of the principal's role and in the support accorded that role if education is to prosper. (Author/JM)

ED 213 077 EA 014 370

Brischetto, Robert Vaughan, David

Minorities, the Poor and School Finance Reform.

Vol. 1: An Impact Study of Six States.

Intercultural Development Research Association, San Antonio, Tex.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jul 79

Contract—400-76-0136

Note—382p; For related documents, see EA 014 371-378. Some figures and tables in Appendices A and D may reproduce poorly due to light print of original document.

Available from—Intercultural Development Research Association, 5835 Callaghan, Suite 350, San Antonio, TX 78228.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Disadvantaged Youth, *Economically Disadvantaged, Elementary Secondary Education, Equalization Aid, *Ethnic Distribution, Expenditure Per Student, *Finance Reform, Graphs, Income, *Minority Group Children, Research Methodology, Rural Urban Differences, *School District Spending, School Funds, Tables (Data), Tax Effort

Identifiers—California, Colorado, *Equity (Education), *Fiscal Neutrality, Florida, Michigan, New Mexico, School District Wealth, Texas

To study the impact of school finance reform on minorities and the poor, researchers gathered data on educational revenues and spending, tax effort, district wealth and income, ethnicity, and urban location in California, Colorado, Florida, Michigan, New Mexico, and Texas. Their data analysis used various measures of educational equity and fiscal neutrality as well as univariate, bivariate, and multivariate statistics and time-series analysis. The research yielded a large number of findings, including no large changes in educational revenues for minorities and the poor after the reforms; only small decreases in spending disparities and wealth-related inequalities; and both increases and decreases in

educational income among districts with different ethnic compositions. This volume of the report also highlights analysis of data on Florida school districts. These data reveal greater spending disparities and ethnic isolation among schools within each district than across districts. The authors recommend that future research on educational equity and the disadvantaged examine the relationships of cost to quality and of equity to equality, the distribution of educational resources, socioeconomic and demographic influences, and the role of federal aid. Appendices provide scattergrams, a discussion of and guide to research methodology, and lists of variables. (RW)

ED 213 078 EA 014 371

Brischetto, Robert

Minorities, the Poor and School Finance Reform.

Vol. 2: The Impact of Texas' 1975 School Finance Reform on Poor and Minority Children.

Intercultural Development Research Association, San Antonio, Tex.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jul 79

Contract—400-76-0136

Note—162p; For related documents, see EA 014 370-378. Figures 2-5 will not reproduce due to small print of original document.

Available from—Intercultural Development Research Association, 5835 Callaghan, Suite 350, San Antonio, TX 78228.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Disadvantaged Youth, *Economically Disadvantaged, Elementary Secondary Education, Equalization Aid, *Ethnic Distribution, Expenditure Per Student, Federal Aid, *Finance Reform, Income, Maps, *Minority Group Children, Rural Urban Differences, Salaries, *School District Spending, School Funds, State Aid, Tables (Data), Tax Effort

Identifiers—*Equity (Education), Fiscal Neutrality, Rodriguez v San Antonio Independent School Dist, School District Wealth, *Texas

As part of a nine-volume, six-state study of the impact of school finance reforms on minorities and the poor, the author examines the history and effects of finance reform in Texas. He presents a political and socioeconomic profile of the state and discusses past Texas school financing, the role of the Rodriguez v. San Antonio Independent School District decision, and the passage of Texas's 1975 school finance reform bill. To assess the bill's impact, data on educational revenues, school district wealth, tax effort, ethnicity, personal income, urban location, and school salaries are analyzed using correlation coefficients, percentiles, and averages. The author's analysis reveals (1) virtually no change in tax rates after the 1975 law; (2) slight decreases in spending disparities and wealth discrimination; (3) high levels of isolation of the poor and minorities, especially Mexican Americans; and (4) small decreases in revenue inequities among districts with different ethnic compositions but increases in inequity among districts with different income levels. Six problems are identified for Texas school financing, including district dependence on local funding, measurement of district wealth, per capita state allotments, and low levels of funding for compensatory education. (Author/RW)

ED 213 079 EA 014 372

Singleton, Robert And Others

Minorities, the Poor and School Finance Reform.

Vol. 3: The Impact of California's 1972 School Finance Reform on Poor and Minority Children.

Intercultural Development Research Association, San Antonio, Tex.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jul 79

Contract—400-76-0136

Note—117p; For related documents, see EA 014 370-378.

Available from—Intercultural Development Research Association, 5835 Callaghan, Suite 350, San Antonio, TX 78228.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Disadvantaged Youth, *Economically Disadvantaged, Elementary Secondary Education, Equalization Aid, *Ethnic Distribution, Expenditure Per Student, *Finance Reform, In-

come, *Minority Group Children, Rural Urban Differences, *School District Spending, School Funds, State Aid, Tables (Data), Tax Effort
Identifiers—*California, *Equity (Education), Fiscal Neutrality, School District Wealth, Serrano v Priest

Examination of California's experience with school finance reform was part of a nine-volume, six-state study of the impact of finance reform on poor and minority students. Researchers used correlation coefficients and measures of central tendency and dispersion to analyze data on educational revenues, school district wealth, tax effort, district expenditures per pupil, ethnicity, family income, and urban location. This volume of the report presents the background to California's finance reform efforts (including the 1971 Serrano v. Priest decision), describes the disparities in California's public school finances, and analyzes the changes occurring after the 1972 reform law in fiscal neutrality, distribution of revenues among ethnic and income groups, and spending disparities among districts with different ethnic and income compositions. Among the authors' conclusions are that different ethnic groups are geographically concentrated in different ways and that the 1972 law caused (1) a mildly positive reform in school finances, (2) no significant decrease in wealth discrimination, (3) a small decrease in spending disparities, and (4) a small increase in state aid to urban districts. (RW)

ED 213 080 EA 014 373
Vaughan, David

Minorities, the Poor and School Finance Reform.
Vol. 4: The Impact of Florida's 1973 School Finance Reform on Poor and Minority Children. Intercultural Development Research Association, San Antonio, Tex.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Jul 79
Contract—400-76-0136

Note—146p.; For related documents, see EA 014 370-378. Some figures and tables may reproduce poorly due to small print of original document. Available from—Intercultural Development Research Association, 5835 Callaghan, Suite 350, San Antonio, TX 78228.

Pub Type—Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Disadvantaged Youth, *Economically Disadvantaged, Elementary Secondary Education, Equalization Aid, *Ethnic Distribution, Expenditure Per Student, Federal Aid, *Finance Reform, Income, Maps, *Minority Group Children, Rural Urban Differences, *School District Spending, School Funds, State Aid, Tables (Data), Tax Effort

Identifiers—*Equity (Education), Fiscal Neutrality, *Florida, School District Wealth

As part of a nine-volume, six-state study of the impact of school finance reform on minorities and the poor, the author examines the history and effects of finance reform in Florida. He chronicles Florida's school financing methods since 1947 and discusses the aid formula instituted under the state's 1973 reform law. Correlation coefficients, percentiles, and averages are used to analyze data on educational revenues, school district wealth, tax effort, ethnicity, personal and family income, and urban location. Among the empirical findings are that blacks are less concentrated in particular school districts than are Spanish-background students and that the 1973 reform caused a slight increase in fiscal neutrality, an increase in state revenues to districts with high concentrations of Spanish-background pupils, and little change in the relationship between school revenues and districts' percentages of black or poor students. (RW)

ED 213 081 EA 014 374
Vaughan, David

Minorities, the Poor and School Finance Reform.
Vol. 5: The Impact of New Mexico's 1974 School Finance Reform on Poor and Minority Children. Intercultural Development Research Association, San Antonio, Tex.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Jul 79
Contract—400-76-0136

Note—137p.; For related documents, see EA 014 370-378. Some tables and figures may reproduce poorly due to small print of original document. Available from—Intercultural Development Research Association, 5835 Callaghan, Suite 350, San Antonio, TX 78228.

search Association, 5835 Callaghan, Suite 350, San Antonio, TX 78228.

Pub Type—Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Disadvantaged Youth, *Economically Disadvantaged, Elementary Secondary Education, Equalization Aid, *Ethnic Distribution, Expenditure Per Student, *Federal Aid, *Finance Reform, Income, Maps, *Minority Group Children, Rural Urban Differences, School District Spending, School Funds, State Aid, Tables (Data), Tax Effort

Identifiers—*Equity (Education), Fiscal Neutrality, *New Mexico, School District Wealth

New Mexico is discussed in this fifth volume of a nine-volume, six-state study of the impact of school finance reform on minorities and the poor. The report gives a demographic summary of the state and presents the history of its school financing efforts from 1847 to the present, with special emphasis on the 1974 finance reform law. To assess the law's impact, researchers used correlation coefficients, percentiles, averages, and maps to analyze data on educational revenues, school district wealth, tax effort, ethnicity, personal and family income, urban location, and federal aid, particularly aid from Public Law 874. Among the findings of this analysis are that minority students but not poor students tend to be concentrated in particular school districts and that the 1974 reform increased the mean tax rate, has little effect on fiscal neutrality or on total revenues received by poorer districts, and reduced state aid to American Indian pupils. (RW)

ED 213 082 EA 014 375
Montoya, Renee Marie Whiteneck, Gale G.

Minorities, the Poor and School Finance Reform.
Vol. 6: The Impact of Colorado's 1973 School Finance Reform on Poor and Minority Children. Intercultural Development Research Association, San Antonio, Tex.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Jul 79
Contract—400-76-0136

Note—92p.; For related documents, see EA 014 370-378. Figures 4-6 may not reproduce due to illegibility of original document.

Available from—Intercultural Development Research Association, 5835 Callaghan, Suite 350, San Antonio, TX 78228.

Pub Type—Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Disadvantaged Youth, *Economically Disadvantaged, Elementary Secondary Education, Equalization Aid, *Ethnic Distribution, Expenditure Per Student, Federal Aid, *Finance Reform, Income, Maps, *Minority Group Children, Rural Urban Differences, *School District Spending, School Funds, State Aid, Tables (Data), Tax Effort

Identifiers—*Colorado, *Equity (Education), Fiscal Neutrality, School District Wealth

As volume six of a nine-volume, six-state study of the impact of school finance reform on minorities and the poor, this report examines the history, status, and effects of finance reforms in Colorado. The authors chronicle Colorado's school financing methods since 1936 and discuss the Colorado School Finance Act of 1973. They then describe disparities in the state's school finance system, school district wealth inequalities, the concentration of Colorado's poor and minority students in rural and central city districts, and the relationship of ethnic and income group distribution to school financing. Using correlation coefficients, regression analysis, percentiles, and averages, the authors assess the effects of the 1973 reform law. Among their conclusions are that the law caused a slight reduction in revenue and spending disparities but did not change the patterns of school financing for minority and poor students in rural and urban areas. (RW)

ED 213 083 EA 014 376
Brischetto, Robert

Minorities, the Poor and School Finance Reform.
Vol. 7: Statistical Note on a New Case for Discrimination in Texas School Finance. Intercultural Development Research Association, San Antonio, Tex.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Jul 79
Contract—400-76-0136

Note—29p.; For related documents, see EA 014 370-378.

Available from—Intercultural Development Research Association, 5835 Callaghan, Suite 350, San Antonio, TX 78228.

Pub Type—Reports - Evaluative (142) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Court Litigation, Disadvantaged Youth, *Economically Disadvantaged, Elementary Secondary Education, Equalization Aid, *Ethnic Distribution, Finance Reform, *Fiscal Capacity, Income, Mexican Americans, Minority Group Children, *Multiple Regression Analysis, Research Methodology, School District Spending, *School Funds

Identifiers—Equity (Education), Rodriguez v San Antonio Independent School Dist, *School District Wealth, Texas

In a research note to a nine-volume, six-state study of the impact of school finance reform on minorities and the poor, the author examines methodological issues involved in using statistics to measure the distribution of local fiscal capacity among school districts with different income and ethnic compositions. Using Texas as an example, the author first reviews the use of statistical analysis in Rodriguez v. San Antonio Independent School District. Then he discusses a multiple regression model developed by William Clune III to determine the distribution of local fiscal capacity among different income strata and applies the model to the Texas school finance system. The model is applied particularly to Mexican American students because they are concentrated to a high degree in districts with low property tax bases. Clune's methodology, suggests the author, may be applicable to court arguments about the effects of wealth discrimination on poor and minority students. (Author/RW)

ED 213 084 EA 014 377
Dimond, Paul R.

Minorities, the Poor and School Finance Reform.
Vol. 8: A History of School Finance Reform Litigation and the Interests of Urban, Poor and Minority Children.

Intercultural Development Research Association, San Antonio, Tex.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jul 79
Contract—400-76-0136

Note—52p.; For related documents, see EA 014 370-378.

Available from—Intercultural Development Research Association, 5835 Callaghan, Suite 350, San Antonio, TX 78228.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Court Litigation, Disadvantaged Youth, *Economically Disadvantaged, Educational Change, Elementary Secondary Education, Equal Education, *Finance Reform, *Minority Group Children, State Courts, Urban Youth
Identifiers—Equity (Education), *Fiscal Neutrality, Rodriguez v San Antonio Independent School Dist, Serrano v Priest

As part of a nine-volume, six-state study of the impact of school finance reform on minorities and the poor, this report describes the history of court litigation concerning finance reform. The report's first part traces school finance reform from roughly 1900 through 1971 and summarizes parallel reform efforts by racial and ethnic minorities and the handicapped to secure adequate and nondiscriminatory schooling. The second part focuses on the decisions about fiscal neutrality in the cases of Serrano v. Priest and Rodriguez v. San Antonio Independent School District and goes on to discuss other school finance cases that do not involve fiscal neutrality. In the final section the author examines the issues that remain open in school finance reform and minority group litigation, including the question of whether fiscal neutrality, state constitutional provisions, or federal rules may advance the educational interests of urban and minority pupils. (Author/RW)

ED 213 085 EA 014 378

Brischetto, Robert

Minorities, the Poor and School Finance Reform.
Vol. 9: Summary and Conclusions.Intercultural Development Research Association,
San Antonio, Tex.Spons Agency—National Inst. of Education
(DHEW), Washington, D.C.

Pub Date—Jul 79

Contract—400-76-0136

Note—61p.; For related documents, see EA 014
370-377. Table 1 may reproduce poorly due to
small print of original document.Available from—Intercultural Development Re-
search Association, 5835 Callaghan, Suite 350,
San Antonio, TX 78228.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Avail-
able from EDRS.Descriptors—Disadvantaged Youth, *Economi-
cally Disadvantaged, Elementary Secondary Edu-
cation, Equalization Aid, *Ethnic Distribution,
Expenditure Per Student, Federal Aid, *Finance
Reform, Income, *Minority Group Children, Re-
search Methodology, Rural Urban Differences,
*School District Spending, School Funds, State
Aid, Tax EffortIdentifiers—*Equity (Education), *Fiscal Neutral-
ity, School District Wealth

In this concluding volume of a nine-volume study of the impact of school finance reform on the poor and minorities, the author summarizes the project's methods, variables, findings, and conclusions about reform in the six states of California, Colorado, Florida, Michigan, New Mexico, and Texas. He first discusses the two general approaches to finance reform—social equity (equalizing expenditures) and fiscal neutrality (equalizing fiscal opportunities). The variables studied include educational resources, district wealth, tax effort, income, ethnicity, and urban location. These were analyzed at the district level and the school level (in Florida only) using correlations, percentiles, and measures of central tendency. Among the findings are that finance reform slightly decreased spending disparities and wealth discrimination, slightly increased fiscal neutrality, and made little change in revenues for poor and minority students. In Florida the study found greater spending disparities and ethnic concentrations at the school level than at the district level. The author concludes that finance reforms caused only slight improvements in social equity or fiscal neutrality and that reforms aimed at wealth neutrality will not necessarily benefit poor and minority students because such students are not always concentrated in low-wealth districts. (Author/RW)

ED 213 086 EA 014 379

DeBevoise, Wynn

Collective Bargaining: What Are the Effects on
Schools?Oregon Univ., Eugene. Center for Educational
Policy and Management.Spons Agency—National Inst. of Education (ED),
Washington, D.C.

Pub Date—81

Note—9p.

Available from—Center for Educational Policy and
Management, College of Education, University of
Oregon, Eugene, OR 97403 (free).Journal Cit—R & D Perspectives; p1-5, 8-10 Fall
1981Pub Type—Collected Works - Serials (022) — In-
formation Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Collective
Bargaining, Disabilities, Educational Policy,
*Educational Research, Elementary Secondary
Education, Public Schools, Resource Allocation,
Scope of Bargaining, Services, *Teacher Adminis-
trator Relationship, Teacher Salaries, *Unions

In reviewing recent and ongoing research on teacher collective bargaining, this article explores patterns of bargaining in public education and the effects of bargaining on educational policy and the allocation of resources. The author summarizes Douglas Mitchell and Charles Kerchner's concept of the "generations" of bargaining—from meeting and conferring to good-faith bargaining to negotiated policy—and then discusses current issues being studied by other researchers. Among these issues are conflict over the scope of bargaining, perceived lack of administrative power, uniformity of contract enforcement, allocation of teacher time and other resources, and services to the handicapped. The research studies covered uniformly in-

dicade that collective bargaining has had and is having a significant effect on public schools, often in unintended ways. Both administrators and teachers (management and unions) can benefit from the research, this paper maintains, as they seek to make more effective use of collective bargaining to improve public education. (Author)

ED 213 087 EA 014 381

Russell, John, Ed. Latham, Jack, Ed.

Curriculum Development in Further Education. A
Collection of Papers for In-Service Development
Groups. Third Edition.

Further Education Staff Coll., Blagdon (England).

Pub Date—[79]

Note—281p.

Available from—Publications Editor, Coombe
Lodge, The Further Education Staff College,
Blagdon, Bristol, ENGLAND BS18 6RG (8.34
pounds).

Pub Type—Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—*Adult Education, *Curriculum
Development, *Faculty Development, Foreign
Countries, Higher Education, *Inservice Teacher
Education, Models, Nontraditional Education,
Open Universities, Technical Education

Identifiers—*England

The papers in this collection were originally developed for use in Further Education Staff College (England) conferences for senior staff in further education establishments. (Further education is similar to American adult education.) The process of curriculum development in further education is viewed as operating at levels associated with the course, the subject, and the lesson. Within the levels are five skill areas: (1) establishing overall aims, (2) writing specific objectives, (3) selecting learning situations, (4) selecting patterns of assessment, and (5) student selection. Topics covered in these papers, in addition to the five skill areas, include management of curriculum development, behavioral objectives, curriculum evaluation, writing and evaluation of multiple-choice items, and training of college staff in curriculum development. Also provided are an annotated bibliography on curriculum development and two versions of a workbook on writing learning objectives, one directed towards technical subjects and the other to business courses. (Author/MLF)

ED 213 088 EA 014 382

Brott, M. J.

School Closure Task Force. Final Report and
Recommendations.

Eugene School District 4J, Ore.

Pub Date—May 81

Note—168p.; Several pages will not reproduce well
due to poor print quality.Available from—Eugene Public Schools, District
4J, 200 N. Monroe, Eugene, OR 97402 (\$5.00).

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Board of Education Policy, *Citizens
Councils, Cost Effectiveness, Elementary Sec-
ondary Education, Enrollment Projections,
Hearings, *Instructional Program Divisions,
Meetings, *School ClosingIdentifiers—Eugene Public Schools OR, Oregon
(Eugene)

As a result of declining enrollment and resources, a school closure task force was appointed in February 1981 by the 4J School District in Eugene (Oregon). Because the 4J Board of Directors had determined that the enrollment in several schools had become too small to maintain both efficiency and district standards, the task force was directed to formulate a plan for school building closures. Closures were recommended under two alternate organizational models: K-5 elementary and 6-8 middle school or K-6 elementary and 7-8 middle school. The task force was made up of citizens, teachers, and administrators. This report begins by setting forth the task force's duties, composition, and timeline. The report then explains the two organizational models for structuring grade levels, the reasons for and effects of the implementation of each, and the public testimony pro and con. Recommendations and a summary of the factors affecting those recommendations are presented. Implications for general and special education are briefly discussed, as well as impact and implications for staffing, transportation, and food services. A lengthy appendix presents the minutes of task force meetings, public hearing transcripts, and all data supplied to the task force, such as enrollment projections,

school closure model criteria, and grade organiza-
tion model alternatives. (JM)

ED 213 089 EA 014 384

Sybouts, Ward

A Systematic Approach to the Management of
Program Development in Educational Adminis-
tration.

Pub Date—Aug 81

Note—25p.; Paper presented at the Annual Meet-
ing of the National Conference of Professors of
Educational Administration (35th, Seattle, WA,
August 16-21, 1981).Pub Type—Reports - Research (143) — Speeches -
Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Change Strategies, Educational Ad-
ministration, *Educational Change, Educational
Objectives, Higher Education, *Program Devel-
opment, *Program Improvement, Schools of
Education, Teacher Attitudes, *Teacher Partici-
pation

Conducted by Nancy Brandt and Bernice Haney, this study looked at internal and external forces affecting educational change efforts in four schools of education. The study compared institutions with both high activity and staff involvement in program development to those with low activity and involvement. Data were collected through structured interviews. Interview responses in institutions in which there was active program development suggested that in these institutions personnel followed a sequence of steps to accomplish change, understood goals and priorities, had few difficulties with communication, were active participants in decision-making, were rewarded for efforts in development, and perceived the leadership of the college in a positive light. External factors (such as accrediting agencies, certification requirements, or court decisions) although not seen as major influences on development, were regarded favorably. Interview responses in institutions with low levels of involvement revealed that in these institutions there was no systematic approach to program development, goals and priorities were not clear, communication was one-way only, staff did not participate in decisions and were not rewarded for program improvement efforts, and college leaders controlled structure and rewards. External influences, although not major, were seen as negative. (Author/JM)

ED 213 090 EA 014 386

Newton, Robert R.

Clinical Supervision and Management by Objec-
tives: An Integrated Approach for School Super-
vision.

Pub Date—[82]

Note—18p.

Pub Type—Guides - Non-Classroom (055) — Re-
ports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Observation Techniques,
Educational Objectives, *Management by Objec-
tives, Questioning Techniques, Records (Forms),
*School Supervision, Secondary Education,
Teacher Evaluation, *Teacher Supervision
Identifiers—Clinical Supervision

After noting that the principles of clinical supervision and management by objectives (MBO) may at first appear to be contradictory, the author briefly describes a system attempting to adapt and combine components of these two movements in a practical supervisory system in a secondary school. He first explains the supervisory process in general and the system's adaptation of it to three formal stages: the completion of a preobservation form by the teacher, the observation of the teacher (focusing on a particular aspect of classroom behavior), and a conference with the teacher. The MBO approach is then applied to the supervisory process. In this system the departmental chairperson and the principal agree on the number of teacher observations to be made each semester and determine a focus for each observation appropriate to the teacher. Teachers themselves are asked to state their own performance objectives related to this focus and to state how they will accomplish them and evaluate their achievement. The remaining nine pages of the document consist of forms used in an integrated clinical supervision-management by objectives supervisory system. Some of these forms are to be used where performance objectives pertain to teacher questioning techniques. (Author/JM)

ED 213 091

EA 014 387

Puleo, Vincent T.
Rationale for the Multifactor Method of Elementary School Closing.

Pub Date—[81]

Note—7p.; For a related document, see EA 014 388.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Responsibility, Cost Effectiveness, Decision Making, Elementary Education, *Evaluation Methods, *Measurement Techniques, Needs Assessment, Rating Scales, *School Closing, Theories, Weighted Scores

Identifiers—Objectivity

The multifactor method of elementary school closing, a method that designates the most appropriate school to close as the one having the highest average weight on a series of factors, is an attempt to bring objectivity to a decision-making process usually characterized by subjectivity and vagueness. It attempts to apply accepted planning and evaluation procedures to elementary school closing. Such an approach assumes that identifying the most appropriate elementary school to close is a complex task that cannot suitably be determined by any one single factor. The method depends on a clear identification of the specific reason that school closure is being considered (such as saving the most money while moving the fewest students and eliminating the poorest physical facilities). When selecting the number of factors to include, the administrator must consider their relevance to the reason for closure and the ease of application (that is, ease of data collection and analysis). Although it might seem simplest to give all factors equal weight, it is soon readily apparent that some factors are more important than others. A companion paper describes the practical aspects of the method in more detail. (Author/JM)

ED 213 092

EA 014 388

Puleo, Vincent T.

Practical Aspects of a Method of Elementary School Closing.

Pub Date—[81]

Note—10p.; For a related document, see EA 014 387.

Pub Type—Reports - Descriptive (141) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Responsibility, Decision Making, Declining Enrollment, Elementary Education, *Evaluation Methods, *Measurement Techniques, Needs Assessment, Rating Scales, *School Closing, Theories, Weighted Scores

Identifiers—Objectivity, Standard Scores

This method of determining which elementary school to close involves the identification of a number of factors to be considered and the weighting of those factors according to importance. It involves five steps: establishing a precise reason or purpose for school closing, selecting factors to quantify this purpose, deciding on a weighting scheme to reflect emphasis, collecting data, and analyzing data and drawing up profiles of each school. The reason for school closure must be clear at the outset. Nine factors are usually of particular interest and can be easily calculated: building enrollment, building age, percent of enrollment decline by building, cost of building operation, efficiency of building operation, number of students moved, salaries, program facilities rating, and added transportation cost. After factors are weighted, scores can be reported by standard scores or by ranking. The method provides comparative objective data that has some content and construct validity and credibility. Its limitations include lack of clarity regarding number of factors to include, the necessity for recalculating all data with each school closed, problems with quantifying relevant factors, and lack of applicability to small school districts. A companion document explores further the rationale for the method. (Author/JM)

ED 213 093

EA 014 389

Schmidt, William H.

The High-School Curriculum: It Does Make a Difference.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Report No.—IRT-OP-47

Pub Date—May 81

Contract—400-76-0073

Note—93p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Academic Achievement, *Community Characteristics, Curriculum Research, English Instruction, Fine Arts, High Schools, *High School Seniors, *Institutional Characteristics, Longitudinal Studies, National Surveys, Reading Achievement, School Size, Secondary School Curriculum, Secondary School Mathematics, Secondary School Science, Second Language Instruction, Social Studies, Statistical Analysis, *Student Characteristics, Tables (Data), *Time Factors (Learning), Vocabulary Skills

Identifiers—National Longitudinal Study High School Class 1972

The question examined in this paper is whether variability in the quantity of schooling students receive in different curricular areas is a contributor to observed differences in achievement not only among students attending different high schools, but among students in the same high school. A conceptual framework enumerates the determinants of achievement, including school and community characteristics, student background, and quantity of schooling in the specific curricular areas of mathematics, English, foreign language, fine arts, social studies, and science. The sample used was 9,195 high school seniors in 725 schools taken from the National Longitudinal Study of the High School Class of 1972, a nationally representative probability sample of high school seniors. The results suggest that quantity of schooling has a positive effect on academic achievement. The more the achievement is school-related, the larger is the resulting effect of the quantity of schooling. This was especially true for mathematics. Quantity of schooling also had positive effects on achievement in science and English; less clear results were found in the areas of vocabulary and reading comprehension, although quantity of schooling did continue to have a positive effect on achievement. (Author/MLF)

ED 213 094

EA 014 391

Saraf, S. N.

Functional Literacy Project of India 1968-1978—A

Decade of Evaluation—Procedures, Problems, and Prospects. The Fundamentals of Educational

Planning: Lecture-Discussion Series No. 67.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International

Inst. for Educational Planning.

Report No.—IIEP/TM/67/80

Pub Date—Apr 80

Note—34p.

Available from—Publications Officer, International Institute for Educational Planning, 7-9 rue Eugene-Delacroix, 75016 Paris, FRANCE (Order No. G.67; 5.00 francs, prepaid).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Basic Education, Adult Farmer Education, *Adult Literacy, *Evaluation Methods, Farmers, Foreign Countries, *Functional Literacy, *Program Evaluation

Identifiers—*Functional Literacy Project (India), *India

The Functional Literacy Project of India was initiated in 1967 as part of a joint program, involving several Indian government ministries and United Nations agencies, to train some five million farm families in both literacy and modern agricultural skills at the same time. This report first describes the beginnings of the project and its coordination with agricultural training and radio broadcasts. The bulk of the report discusses the seven evaluations of the project conducted between 1969 and 1977 by various government agencies. The author examines the methods and findings of each evaluation, noting the increasing awareness of the need for effective evaluation procedures, the early establishment of a project evaluation unit, and the consistent finding that the project was slow to respond to evaluation results. In the closing section, the author summarizes the problems of both the project and its evaluations. These include the need for institutional and professional support staff; the lack of interagency coordination; a misplaced emphasis on final, summative evaluation instead of ongoing, formative evaluation; and the need for qualitative as well as quantitative evaluation of literacy projects. (RW)

ED 213 095

EA 014 392

Stahl, Robert E.

Implementation Perspectives on Follow Through and Other Innovations by a Teacher Organizer.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—30 Dec 80

Note—31p.; Purchase Order: NIE-P-80-0196.

Pub Type—Guides - Non-Classroom (055) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrator Role, Cooperative Planning, Cooperative Programs, Coordination, *Educational Innovation, Elementary Secondary Education, *Leadership Responsibility, Meetings, Parent Participation, Professional Associations, *Program Implementation, Selection, Staff Development, *Teacher Recruitment, Volunteers

Identifiers—Project Follow Through

From his experience as a teacher organizer, the author offers concrete and detailed advice about preparing for the successful implementation of an educational innovation, Project Follow Through. In an informal format, he discusses the selection of appropriate school sites, recruitment of volunteer teachers, presentation of the innovation, and suggested criteria for volunteer selection. He considers continuing staff development, offered during the school day, to be crucial to the accomplishment of program goals. In addition, he recommends that meetings and evaluation processes be planned with care and suggests that group planning can help facilitate the teacher's transition from autonomous educator to participating member of a group. Successful implementation, according to the author, also requires a thorough appreciation of the principal's role, parent participation, and skills coordination. (WD)

ED 213 096

EA 014 393

Mathews, Gary S.

An Examination of Cooperative Organizational

Behavior and the Functions of Executives in

Formal Organizations: The Theory of Chester

Irving Barnard and Its Implications for Educational Administration. A Research Paper.

Pub Date—81

Note—39p.; Submitted in partial fulfillment of the requirements for course EDA 800 at the University of Southern Mississippi, Hattiesburg, MS.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Administrator Role, Cooperation, Educational Administration, *Group Structure, Incentives, Informal Organization, Organizational Communication, Organizational Objectives, *Organizational Theories, *Organizations (Groups)

Identifiers—*Barnard (Chester)

Chester Barnard (1886-1961) was an executive and an early organizational theorist. His theory of organizational behavior and executive functions, set forth primarily in "The Functions of the Executive" (1938), comprises both structural concepts, related to how an organization is structured, and dynamic concepts, related to individuals' interactions with their organizations. Among the structural concepts is that of cooperative systems, defined as two or more persons cooperating for a definite end. One kind of cooperative system is the formal organization, which is based on three important elements: members' willingness to cooperate, common purposes, and communication. Barnard emphasizes incentives as means of gaining individuals' willingness to cooperate. Informal organizations are another cooperative system, intimately connected to formal organizations. The executive's role in a formal organization involves gaining cooperation, defining purposes, and providing a system of communication. Significant aspects of executives' functions include leadership, decision-making, authority, and responsibility. Many of Barnard's concepts are applicable to educational administration, including formal and informal organizations, incentives, open communications, organizational authority, and executive responsibility. (Author/RW)

ED 213 097

EA 014 395

Nelson, Richard Jay

Practical Advice for Public Schools and Community Relationships.

Pub Date—[Feb 82]

Note—11p.

Pub Type—Guides - Non-Classroom (055) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Advisory Committees, Educational Facilities, Elementary Secondary Education, Mass Media, Organizational Communication, Parent Participation, *Public Relations, *School Community Relationship

To help public schools improve their relations with the community, the author offers specific suggestions regarding six areas of communication. In the first area, communication with the general public, he advocates open communication, encouragement of all types of questions, and accountability to the public. Next he points out the potentially positive and negative effects of citizen advisory groups. Inhouse communications, according to the author, can also be used to encourage employees to communicate positive aspects of the schools. In the area of media communication, he recommends establishing good rapport with newspapers and having one person in each school handle all media contacts. Parent participation is identified as another area of communication that needs to be pursued more effectively. Finally, he recommends that school facilities be made accessible to the community whenever the school is not using them and suggests several rules to help avoid misuse or confusion. (Author/RW)

ED 213 098

EA 014 396

Nediger, W. G.

The Impact of Collective Bargaining on Financial Gains and Management Rights in Canadian Education.

Pub Date—Jun 81

Note—16p; Paper presented at the Annual Conference of the Canadian Society for the Study of Education (Halifax, Nova Scotia, Canada, June 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports — Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Collective Bargaining, Elementary Secondary Education, Employer Employee Relationship, Foreign Countries, Longitudinal Studies, Power Structure, *Student Teacher Ratio, *Teacher Administrator Relationship, *Teacher Salaries

Identifiers—*Canada

To test the propositions that collective bargaining has had little effect on teacher salaries but a considerable effect on school administration and governance, data were gathered on four aspects of educational labor relations in Canada and its provinces for the period 1930-1978. The four aspects were (1) the ratio of teacher salaries to per-capita income; (2) teachers' working conditions, as indicated by pupil-teacher ratios; (3) management rights clauses in collective agreements; and (4) the development of informal and formal collective bargaining. The salary-to-income ratio showed little relative gain over the period, indicating that teacher salaries are a function of the larger economy, not of militancy. Pupil-teacher ratios declined steadily from 1930, but especially after 1960, when most provinces had some form of formal or informal collective bargaining. Comparison of contract clauses reveals a shift from almost total management control to joint teacher-management control through bargaining, especially since 1960. This indicates a significant impact on school administration. Too little data were gathered to trace the development of collective bargaining, but bargaining legislation, strike rights, and arbitration exist in most provinces. (Author/RW)

ED 213 099

EA 014 398

How to Keep Students in School...and Make Them Want to Be There.

California School Boards Association, Sacramento. Report No.—CSBA-3

Pub Date—81

Note—91p; Prepared by the 1980-81 CSBA Task Force on Attendance, Absenteeism, Truancy, and Dropouts.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141) — Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Attendance, Board of Education Policy, Demonstration Programs, Dropout Attitudes, *Dropout Prevention, *Dropout Programs, *Dropouts, Elementary Secondary Education, State Surveys, *Truancy

Identifiers—*California, Lancaster Elementary School District CA, Pajaro Valley Unified School

District CA, Riverside Unified School District CA

Based on surveys of 125 school trustees and administrators and 186 student dropouts and truants in California, this guidebook examines the causes of student attendance problems, discusses guidelines and ideas for programs to combat these problems, and presents exemplary programs in three California school districts. A profile of a hypothetical truant, together with results of the student survey, suggest the factors and processes that result in attendance problems. Part 1 of the booklet then presents basic guidelines for school board actions regarding dropouts and truants, notes recent California legislation on the problem, and recommends that boards review their current practices before adopting policies and setting goals. Part 2 suggests ways to carry out board policies, including program ideas from California districts for informing and involving the community, streamlining attendance, reporting, developing staff skills, providing incentives and guidance to students, offering alternatives, planning for special problems, and using school attendance review boards. In Part 3, case studies are presented of effective attendance programs in California's Riverside Unified School District, Lancaster Elementary School District, and Pajaro Valley Unified School District. An appendix provides the responses to the student survey. (RW)

ED 213 100

EA 014 400

Ladd, Helen F. Wilson, Julie Boatright

Proposition 2 1/2: Explaining the Vote.

Harvard Univ., Cambridge, Mass. Kennedy School of Government.

Spons Agency—Lincoln Inst. of Land Policy, Cambridge, MA; National Inst. of Education (ED), Washington, D.C.

Report No.—R-81-1

Pub Date—Apr 81

Grant—NIE-G-81-0006

Note—69p; This research report is a slightly revised version of the paper with the same title released in April 1981. Program in City and Regional Planning: Urban Planning Policy Analysis and Administration.

Available from—CRP Publications, Kennedy School of Government, Harvard University, 66 Church Street, Cambridge, MA 02138 (Order No. R81-1; \$3.50).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Community Services, Crime, Demography, *Finance Reform, *Government Role, *Human Services, Local Government, *Political Attitudes, State Government, State Surveys, *Taxes

Identifiers—Massachusetts, Proposition 2 and One Half (Massachusetts 1980), *Tax Limitations

Researchers examined Massachusetts voters' reactions to Proposition 2 1/2—which severely restricts local governments' ability to raise money for local public services—through a statewide telephone survey of 1,561 household heads in 58 towns. Data were gathered on each respondent's vote on the proposition, sex, age, education, occupation, income, marital status, race, home ownership, tax burden, use of public services, and other demographic characteristics as well as on knowledge about and attitudes toward Proposition 2 1/2, public finances, taxes, and the level, efficiency, and beneficiaries of public services. Cross-tabulation of the data indicates, among other things, that preference for smaller public sector accounts for only some of the favorable vote on Proposition 2 1/2; that "yes" voters both preferred tax reform and expected Proposition 2 1/2 to accomplish it; and that expectations of reduced governmental waste, inefficiency, and corruption, especially at the local government level, explain a large proportion of the vote favoring the proposition. Three appendices describe the sampling plan, outline the interview schedule, and present the sample's demographic characteristics. (RW)

ED 213 101

EA 014 401

Scheduled Salaries for Professional Personnel in Public Schools, 1981-82. Part 1 of National Survey of Salaries and Wages in Public Schools. ERS Report.

Educational Research Service, Arlington, Va.

Pub Date—82

Note—115p; For related documents, see EA 014 402, EA 014 453, and ED 202 098-100.

Available from—Educational Research Service, Inc., 1800 North Kent Street, Arlington, VA

22209 (Stock No. 219-21666; \$26.00).

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

Document Not Available from EDRS.

Descriptors—Elementary Secondary Education, Enrollment, Expenditure Per Student, Geographic Regions, National Surveys, *Professional Personnel, Public Schools, *Salaries, School Districts, *School Personnel, School Statistics, Statistical Analysis, Tables (Data), *Teacher Salaries

Identifiers—School District Size

This first part of the 1981-82 report of the National Survey of Salaries and Wages in Public Schools examines salary schedules—as opposed to salaries actually paid—for 23 professional positions in 1,095 public school systems. Minimum and maximum salaries for the positions discussed are given. The salary data for each position are presented and analyzed according to three basic classifications: school system size (measured by enrollment), per-pupil expenditure levels, and geographic region. In addition to summary analyses of the data, the report contains a tabular listing of specific salary and wage data supplied by each reporting school system. (Author/MLF)

ED 213 102

EA 014 402

Salaries Paid Professional Personnel in Public Schools, 1981-82. Part 2 of National Survey of Salaries and Wages in Public Schools. ERS Report.

Educational Research Service, Arlington, Va.

Pub Date—82

Note—133p; For related documents, see EA 014 401, EA 014 453, and ED 202 098-100.

Available from—Educational Research Service, Inc., 1800 North Kent Street, Arlington, VA 22209 (Stock No. 219-21668; \$26.00).

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

Document Not Available from EDRS.

Descriptors—Elementary Secondary Education, Enrollment, Expenditure Per Student, Geographic Regions, National Surveys, *Professional Personnel, Public Schools, *Salaries, School Districts, *School Personnel, School Statistics, Statistical Analysis, Tables (Data), *Teacher Salaries

Identifiers—School District Size

This second part of the 1981-82 report of the National Survey of Salaries and Wages in Public Schools examines salaries actually paid professional personnel in 23 selected positions in 1,095 public school systems. Lowest, highest, and average salaries paid employees in each of the positions discussed are given. The salary data for each position are presented and analyzed according to three basic classifications: school system size (measured by enrollment), per-pupil expenditure levels, and geographic region. In addition to summary analyses of the data, the report contains a tabular listing of specific salary and wage data supplied by each reporting school system. (Author/MLF)

ED 213 103

EA 014 403

Tuition Tax Credits Pro and Con: A Case Study, Washington, D.C. Referendum. ERS School Research Forum.

Educational Research Service, Arlington, Va.

Pub Date—Jan 82

Note—94p.

Available from—Educational Research Service, Inc., 1800 North Kent Street, Arlington, VA 22209 (Stock No. 225-00004, \$12.00).

Pub Type—Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors—Editorials, *Elections, Elementary Secondary Education, Newspapers, Persuasive Discourse, *Propaganda, *School Choice, *Tax Credits, *Tuition

Identifiers—*Initiative 7 (Washington DC 1981), Political Advertising, *Referendums, Washington Post

The 1981 Washington, D.C., referendum on tuition tax credits was one of the first occasions in the U.S. when voters had a chance to approve such a plan. This case study of the election briefly summarizes the arguments for and against the measure (known as Initiative 7), describes the measure's proponents and opponents, and notes its defeat by an eight-to-one margin. The bulk of the case study consists of (1) the full text and the ballot summary of Initiative 7; (2) copies of campaign literature distributed by the measure's major proponents, the D.C. Committee for Improved Education and the National Taxpayers Union; (3) copies of campaign literature from three opposing groups—the D.C.

Coalition for Public Education, the D.C. Coalition Against Tuition Tax Credits, and the Save Our City Coalition—and from local elected officials; and (4) examples of editorials and columns on the initiative appearing in the Washington Post. (Author/RW)

ED 213 104 EA 014 404
Schaefer, William F., III

Building Public Confidence in Your School System: The Madison School District Success Story. Pub Date—Jul 81

Note—7p.; Paper presented at the National Seminar of the National School Public Relations Association (28th, Phoenix, AZ, July 13-16, 1981).

Pub Type—Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Communication Skills, Elementary Secondary Education, *Organizational Communication, Organizational Effectiveness, *Publicity, *Public Relations, *School Community Relationship, School Districts

Identifiers—*Madison School District AZ

The Madison School District in Phoenix (Arizona) has developed a planned and systematic two-way process of communication with both external and internal publics that has been able to build strong staff morale, utilize the support of constituents, and make timely adjustments in the district's goals and priorities. A director of community information position has been established and the top priority for all administrative staff is a district and individual school community information plan. The plan involves internal communication with school personnel and students and external communication with parents, key communicators (those who are believed and trusted by large numbers of people), legislators, new residents, church members, business and industry volunteers, and senior citizens. A number of different written and personal communication mechanisms are used. (Author/MLF)

ED 213 105 EA 014 406
Carron, Gabriel, Ed. Chau, Ta Ngoc, Ed.

Regional Disparities in Educational Development:

Diagnosis and Policies for Reduction.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Report No.—ISBN-92-803-1086-0

Pub Date—80

Note—404p.; For a related document, see EA 014 407.

Available from—IIEP Publications, International Institute for Educational Planning, 7-9, rue Eugene-Delacroix, 75016 Paris, FRANCE (Order No. A.73; 50.00 francs).

Pub Type—Books (010) — Collected Works - General (020) — Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Case Studies, Comparative Analysis, Data Analysis, *Differences, Economic Development, *Educational Development, Educational Opportunities, Elementary Secondary Education, Foreign Countries, Maps, Measurement Techniques, Postsecondary Education, *Regional Characteristics, Tables (Data)

Identifiers—Cameroon, Kenya, Malagasy Republic, Tanzania, Thailand

Four lengthy papers and an introduction discuss case studies of regional disparities in educational development in Cameroon, Madagascar, Kenya, Tanzania, and Thailand. In considering the specific political and socioeconomic contexts of these countries, the papers focus on methods of both analyzing the causes of disparities and reducing the resultant inequalities. The introduction by the two editors summarizes the papers and the issues involved. Jean-Yves Martin's paper on Cameroon and Philippe Hugon's on Madagascar examine the sociohistorical causes of regional disparities and discuss the proper geographical unit to use in measuring educational disparities. Kamol Sudprasert, Vichai Tun-siri, and Ta Ngoc Chau address the problem of data analysis in a paper on Thailand's regional disparities in educational access, social characteristics, and socioeconomic development. Finally, David Court and Kabiru Kinyanjui compare Kenyan and Tanzanian efforts to reduce regional disparities: Kenya attempted to expand its educational system while Tanzania tried to redistribute educational opportunities. (Author/RW)

ED 213 106 EA 014 407
Carron, Gabriel, Ed. Chau, Ta Ngoc, Ed.

Regional Disparities in Educational Development: A Controversial Issue.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Report No.—ISBN-92-803-1085-2

Pub Date—80

Note—255p.; For a related document, see EA 014 406.

Available from—IIEP Publications, International Institute for Educational Planning, 7-9, rue Eugene-Delacroix, 75016 Paris, FRANCE (Order No. A.78; 50.00 francs).

Pub Type—Books (010) — Collected Works - General (020) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Comparative Analysis, Cultural Differences, *Differences, Economic Development, *Educational Development, Educational Planning, *Educational Policy, Elementary Secondary Education, Foreign Countries, Postsecondary Education, *Regional Characteristics

Identifiers—Africa, Europe, Hungary

To complement a volume of case studies, these four papers and an introduction discuss the problem of regional disparities in educational development from several different perspectives. Varying points of view are presented on the relationship between regional educational disparities and socioeconomic, political, and cultural development; the pertinence of regional frameworks to analyses of educational disparities; and the problems associated with policies to reduce regional disparities. The introduction by the editors summarizes the papers' arguments about ways to reduce disparities. Philip Foster draws on data from Africa to examine regional inequalities in educational and economic development and to argue for the free play of supply and demand in reducing disparities. Using European countries as examples, Pierre Furter questions whether regional equalization can be reconciled with inter-regional cultural diversity. The paper by Stephen P. Heyneman reviews the problems involved in planning the reduction of regional disparities. The final paper, by Szusza Ferge, Eva Havasi, and Julia Szalai, describes Hungary's use of state planning to reduce regional educational disparities. (Author/RW)

ED 213 107 EA 014 408
Williams, Peter

Planning Teacher Demand and Supply. Fundamentals of Educational Planning—27.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Spons Agency—Swedish International Development Authority (SIDA).

Report No.—ISBN-92-803-1079-8

Pub Date—79

Note—103p.

Available from—IIEP Publications, International Institute for Educational Planning, 7-9, rue Eugene-Delacroix, 75016 Paris, FRANCE (Order No. N.13; 12.00 francs). Also available in French edition.

Pub Type—Reports - Research (143) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Developing Nations, *Educational Planning, Elementary Secondary Education, Labor Turnover, *Long Range Planning, Planning, Prediction, Teacher Employment, Teacher Recruitment, Teacher Responsibility, *Teacher Shortage, *Teacher Supply and Demand, Trend Analysis

Identifiers—*Teacher Surplus

Based on the conviction that better and more systematic planning of teacher supply and demand is needed, this study explores the factors determining both the demand for and supply of teachers and presents the measures available to educational planners in their efforts to maintain and achieve a balance. The author argues that creating the capacity to respond to changed circumstances should be as much an objective of educational planners as making accurate forecasts of teacher supply and demand. He demonstrates that the managers of the teaching force, faced by an incipient teacher shortage or surplus, have in fact a wide range of policy options open to them in the recruitment and deployment of teachers. The booklet is intended to provide

useful background information to those whose responsibility is projecting teacher requirements. It is part of a series designed for educational planners, administrators, government officials, and policy makers, especially in developing countries. (Author/JM)

ED 213 108 EA 014 409
McAnany, Emile G. Mayo, John K.

Communication Media in Education for Low-Income Countries: Implications for Planning.

Fundamentals of Educational Planning—29.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Spons Agency—Swedish International Development Authority (SIDA).

Report No.—ISBN-92-803-1081-X

Pub Date—80

Note—80p.

Available from—IIEP Publications, International Institute for Educational Planning, 7-9, rue Eugene-Delacroix, 75016 Paris, FRANCE (Order No. H.35; 15.00 francs). Also available in French edition.

Pub Type—Reports - Descriptive (141) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Education, Communications Satellites, Community Action, Cost Effectiveness, *Developing Nations, Educational Change, *Educational Planning, Educational Radio, *Educational Technology, Educational Television, Elementary Education, Elementary School Mathematics, Field Instruction, Foreign Countries, *Mass Media, Rural Education, Technological Advancement, *Technology Transfer

Identifiers—Dominican Republic, India, Nicaragua, Tanzania

This booklet discusses, in the context of low-income countries, a series of planning issues bridging education and communication. The planning issues include the democratization of educational opportunity, the quality of instruction and learning, the impact of education through technology on rural areas, and the participation of people in their own education. Each of these issues is discussed in light of evidence from four case studies and from other sources. Much of the text is devoted to four relatively successful applications of communication media for education and development. Three case studies involve the use of radio: extended learning in the Dominican Republic, qualitative improvement of mathematics teaching in Nicaragua, and community action in Tanzania. The fourth study looks at the experimental use of satellite television broadcasting in India. The authors show how cost estimates depend on the level of technology adopted and on the context of its use. Conclusions and recommendations for planners close the report. (Author/MLF)

ED 213 109 EA 014 410
Evans, David R.

The Planning of Nonformal Education. Fundamentals of Educational Planning—30.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Spons Agency—Swedish International Development Authority (SIDA).

Report No.—ISBN-92-803-1082-8

Pub Date—81

Note—106p.

Available from—IIEP Publications, International Institute for Educational Planning, 7-9, rue Eugene-Delacroix, 75016 Paris, FRANCE (Order No. R.59; 15.00 francs). Also available in French edition.

Pub Type—Information Analyses (070) — Opinion Papers (120) — Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Basic Education, Community Development, Community Education, *Comparative Education, *Developing Nations, Economically Disadvantaged, *Educational Change, *Educational Planning, Elementary Secondary Education, Foreign Countries, Lifelong Learning, *Nonformal Education, Social Change

The purpose of this monograph is to provide guidelines for planners who are working with current problems in nonformal education. A typology proposed defines nonformal education as ranging from those activities organized outside the formal

system to those in which nonformal education is part of the educational system. An overview is given of the variety of nonformal educational activities that exist in the major areas of the Third World. This is followed by a discussion of the rule of nonformal education in development. The next section focuses on the planning task itself. Criteria are suggested that will help in selecting the amount and type of planning appropriate for different kinds of nonformal education. A series of goals, activities, and structures are suggested for a decentralized and differentiated planning process for nonformal education at the national, regional, and program levels. Some critical planning issues are examined in the context of four different categories of nonformal education activities: school-based learning centers, nonformal youth programs, adult basic education and community development, and vocational skill training. (Author/MLF)

ED 213 110

EA 014 411

Whiston, Tom And Others

An Annotated Bibliography on the Relationship between Technological Change and Educational Development.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Spons Agency—Canadian International Development Agency, Ottawa (Ontario); Norwegian Agency for Development Aid, Oslo.

Report No.—ISBN-92-803-1088-7

Pub Date—80

Note—168p.

Available from—IIEP Publications, International Institute for Educational Planning, 7-9, rue Eugene-Delacroix, 75016 Paris, FRANCE (Order No. H.36; 30.00 francs). Also available in French edition.

Pub Type—Reference Materials - Bibliographies (131) — Books (010)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Developed Nations, Developing Nations, Economic Development, *Educational Change, *Educational Development, Educational Trends, Foreign Countries, Industry, School Business Relationship, *Technological Advancement, *Technology

Comprising 387 citations, this annotated bibliography is concerned with both the implications of technological change for educational policy and the effects of education on technology. The editors' introduction gives a brief discussion of education and technology in developing and developed nations and notes that the bibliography covers only articles published in English (or in both English and French), primarily in the 1970s. The citations are presented under eight categories, including (1) the impact of technology on education and society; (2) social and educational constraints on technology; (3) technology's effects on manpower training and retraining; (4) technological change in specific industries and professions; (5) planning and development; (6) geographic, regional, and development issues; (7) educational technology, especially for the handicapped; and (8) publications by international organizations. Appended are an author index and a list of English organizations from which to get additional information. (Author/RW)

ED 213 111

EA 014 412

Welter, Hans N., Ed.

Educational Planning and Social Change. Report on an IIEP Seminar.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Report No.—ISBN-92-803-1087-9

Pub Date—80

Note—206p.

Available from—IIEP Publications, International Institute for Educational Planning, 7-9, rue Eugene-Delacroix, 75016 Paris, FRANCE (Order No. A.46; 40.00 francs). Also available in French edition.

Pub Type—Books (010) — Collected Works - Proceedings (021) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Comparative Education, Developing Nations, *Educational Change, *Educational Planning, *Educational Trends, Elementary Secondary Education, Foreign Countries, *Future (of Society), Higher Education, *International Education, Long Range Planning, Needs Assessment, *Social Change

ment, *Social Change

Some of the assumptions on which earlier models and approaches in educational planning were predicated have turned out to be over-simplistic, limited, or altogether not appropriate for the complex nature of the development process in many developed and, especially, underdeveloped societies. Recognizing these problems, the International Institute for Educational Planning (IIEP) brought together a number of researchers, policy-makers, and planners from all parts of the world for a week of reflection and discussion on the past, present, and future of educational planning. This volume is a synthesis of the main results of this international forum, and it attempts to delineate the tasks for educational planning in the coming years. Chapters contain the texts of five background papers, with comments by IIEP staff members; the edited versions of the reports of the three working groups; and a synthesis of the seminar discussions divided into five broad topics that reflect the convergence of discussion. The last chapter reviews some of the observations made at the seminar on research and training needs in educational planning. A paper, "Schooling and Future Society" by Johan Galtung, is included as an appendix. Seminar participants are listed. (Author/MLF)

ED 213 112

EA 014 413

Lyons, Raymond F.

The Organisation of Education in Remote Rural Areas.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Pub Date—81

Note—298p.

Available from—IIEP Publications, International Institute for Educational Planning, 7-9, rue Eugene-Delacroix, 75016 Paris, FRANCE (Order No. R.56; 15.00 francs).

Pub Type—Books (010) — Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrator Responsibility, Adult Education, Decentralization, Decision Making, Delivery Systems, Developing Nations, Educational Resources, Elementary Secondary Education, Foreign Countries, *Government School Relationship, Instructional Materials, Nonformal Education, *Organizational Effectiveness, Poverty Areas, *Rural Areas, *Rural Education, *School Administration, School Districts, School Supervision, Supervisors

Identifiers—*Nepal, *Sudan

Using the findings of two studies carried out in Nepal and Sudan, this report examines the methods and the problems of organizing formal and nonformal education in rural areas. The main aims of the two studies were to collect information on education and administrative performance at district and, where relevant, at regional and national levels, and to analyze that information so as to show how the organizational aspects of education at the local level might be improved. The issues involved in the formulation and implementation of local plans, as well as the respective roles of the national and district authorities, the community, and the school, are discussed as aspects of a decentralized approach to the management of education. The report illustrates the need for district levels of educational administrative systems to play more active parts in the elaboration of programs adapted closely to local needs. This will lead, conclude the authors, to increased relevance of the overall educational system. (Author/MLF)

ED 213 113

EA 014 414

Marvin, Richard

Determining the Feasibility of Government-Aided Day Secondary Schools in Rural Uganda.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Report No.—IIEP-RR-26

Pub Date—77

Note—30p.

Available from—IIEP Publications, International Institute for Educational Planning, 7-9, rue Eugene-Delacroix, 75016 Paris, FRANCE (Order No. E.24; 10.00 francs).

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Attendance Patterns, Bicycling, *Day Schools, *Distance, Foreign Countries, *Geographic Distribution, Place of Residence, Private

Schools, Public Schools, Rural Schools, Secondary Education, *Student Transportation, Tables (Data), *Travel

Identifiers—*Uganda

To judge the feasibility of establishing government-supported day secondary schools in rural areas, researchers in Uganda tested whether a school attendance area delineated by a circle of five kilometers' radius from the school would provide sufficient numbers of students. At present the Ugandan government supports only secondary boarding schools, but boarding schools are expensive and tend to isolate students from rural life. Data for the feasibility study were gathered through a questionnaire and interview survey of 410 secondary students in two rural private day schools in Busoga District. Analysis of data on students' current residences, sex, and methods of travel to school and on the locations of their fathers' homes and of their primary schools yielded several important findings. First, many students came from beyond a five-kilometer distance; second, most of these students either rented rooms near the school, lived with relatives, or traveled by bicycle. Since not enough students live within a five-kilometer distance to make day secondary schools feasible, the author concludes that government funding of bicycles for students living more than five kilometers away, as opposed to bus transportation, would best solve the problem. (Author/RW)

ED 213 114

EA 014 415

Gutelman, M.

The Use of Modern Media for Rural Education in Developing Countries—The Organisational Problems.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Report No.—IIEP-RR-31

Pub Date—79

Note—51p.

Available from—IIEP Publications, International Institute for Educational Planning, 7-9, rue Eugene-Delacroix, 75016 Paris, FRANCE (Order No. H.34; 10.00 francs). Also available in French edition.

Pub Type—Information Analyses (070) — Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Education, Audiotape Recorders, Audiovisual Aids, Audiovisual Centers, Cost Effectiveness, *Developing Nations, *Educational Media, Educational Radio, Educational Television, Efficiency, Elementary Secondary Education, Films, Magnetic Tape Cassettes, Nonformal Education, *Organizational Effectiveness, Problem Solving, Projection Equipment, *Rural Areas, *Rural Education, Videotape Recorders

In developing countries, the means of both providing school-age children with a basic education and extending secondary and technical education are adversely affected by the lack of educational facilities. In addition, vast numbers of adults need to be taught to read and write so that they can participate in the process of development. Experts on educational teaching materials agree that modern media could make a major contribution to the efficiency of both formal and nonformal education in developing countries. Numerous evaluations and reports based on actual experience show that, aside from the problem of finance, the key to success in utilizing media lies in proper project planning and organization. The first part of this report deals with the problems that result from inherent technical constraints on the various media and from their impact on methods of organization. Each of the major media is examined in terms of its potential range of use. The second part of the report deals with questions relating to the overall organization and utilization of modern communication media in rural education. UNESCO materials, discussions with special lists, and the author's own experiences provided the background for the report. (Author/MLF)

ED 213 115

EA 014 416

Asayehgn, Desta

Schooling for Alienation: The Ethiopian Experience.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Report No.—IIEP-RR-32

Pub Date—79

Note—85p.

Available from—IIEP Publications, International Institute for Educational Planning, 7-9, rue Eugene-Delacroix, 75016 Paris, FRANCE (Order No. S.18; 10.00 francs).

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Achievement Tests, *Educational Environment, Educational Quality, Expectation, Foreign Countries, National Competency Tests, Secondary Education, Socioeconomic Status, *Student Alienation, *Student Attitudes, Student Characteristics, Student Participation, Success, *Test Anxiety

Identifiers—Ethiopia

Conducted with 1500 randomly selected Ethiopian twelfth grade students, this study explored reasons for student alienation in Ethiopia. Data were collected through a self-administered questionnaire. Findings indicated that students are more alienated when they perceive the school environment to be closed. Students who were more anxious about passing the highly selective Ethiopian School Leaving Certificate Examination were more alienated than those less anxious, suggesting that this test is a cause of alienation. Students in institutions with lower prestige felt more alienated, reflecting perhaps their knowledge that students from such institutions have a smaller chance for later success. Finally, the most alienated students were those who had low future status expectations, suggesting that such students feel cheated by their schools. Socioeconomic background was not related to level of alienation. Implications of the study are explored. (Author/JM)

ED 213 116

EA 014 417

Olivera, Carlos E.

The Administration of Educational Development in Latin America.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Report No.—IIEP-RR-34

Pub Date—79

Note—155p.

Available from—IIEP Publications, International Institute for Educational Planning, 7-9, rue Eugene-Delacroix, 75016 Paris, FRANCE (Order No. F.70; 10.00 francs).

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrative Organization, Administrator Responsibility, Administrator Selection, Bureaucracy, Centralization, Decision Making, *Developing Nations, *Educational Administration, *Educational Development, *Educational Planning, Elementary Secondary Education, Foreign Countries, Management Development, *Organization, Participation, Planning, Supervisors

Identifiers—Inspectors, *Latin America

Based on the realization that 20 years of educational development efforts in Latin America have had little result, this author identified problems in educational administration at the national and regional levels that are largely responsible for the lack of progress. A number of structural and legal problems were identified, including the needlessly complicated structure of educational administration, a surfeit of regulations, obsolete laws, red tape, and overrigid centralization. Unproductive practices related to administrative personnel were pinpointed, including the selection of administrators with very little training in administration from the ranks of teachers. Some deficiencies identified in regional and local organization included the lack of authority of regional administrative offices and the lack of involvement of individual schools in planning and decision-making. The organization of the inspectorate was seen as impeding progress, partly because inspectors have an overwhelming accumulation of disparate duties and little training or support. Finally, difficulties regarding administrative aspects of the planning process were looked at, including isolation of the planning unit, lack of meetings of the senior officers, and lack of expertise among some staff members. Suggestions to remedy these problems emphasized that administrative reform should be a prime component of educational development planning. (Author/JM)

ED 213 117

EA 014 418

Hudson, Barclay M. Davis, Russell G.

Knowledge Networks for Educational Planning: Issues and Strategies.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Report No.—IIEP-RR-35

Pub Date—80

Note—225p.

Available from—IIEP Publications, International Institute for Educational Planning, 7-9, rue Eugene-Delacroix, 75016 Paris, FRANCE (Order No. A.45; 10.00 francs).

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Change Agents, College Role, *Cost Effectiveness, *Developing Nations, Economically Disadvantaged, *Educational Development, *Educational Planning, Foreign Countries, Information Dissemination, Information Needs, *Information Networks, Information Utilization, Linking Agents, Organization, Public Agencies, Technical Assistance, User Satisfaction (Information)

Identifiers—India, Latin America

Focusing on educational development in lesser developed countries, this paper examines knowledge about ways to improve the linking of the producers of educational planning (such as universities, institutes, and other agencies) to the potential users of such knowledge (such as technical assistance agencies, sponsors, client groups consisting of teachers and ministry officials, and primary groups consisting of students and their communities). The three principal objectives of the study were to explore (1) the potential for designing knowledge networks to achieve better utilization of existing knowledge, (2) the application of cost-effectiveness to educational planning efforts, and (3) improved sensitivity of knowledge networks to the distinctive needs of primary groups, particularly among the rural poor. Although not recommending a single optimal strategy for improving the utilization of educational planning knowledge, the report draws on a range of past planning experiences to illustrate some of the options and tactics available. Six case studies of network functioning suggest that in effective networks, knowledge flows both from the "top down" and from the "bottom up." (Author/JM)

ED 213 118

EA 014 419

Wheeler, A. C. R.

The Role of Supervision in Improving the Teaching/Learning Process in Nepal.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Report No.—IIEP-RR-38

Pub Date—80

Note—133p.

Available from—IIEP Publications, International Institute for Educational Planning, 7-9, rue Eugene-Delacroix, 75016 Paris, FRANCE (Order No. F.72; 10.00 francs).

Pub Type—Opinion Papers (120) — Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Educational Administration, *Educational Development, Elementary Secondary Education, Foreign Countries, Instruction, Instructional Improvement, Learning Activities, Organization, Program Evaluation, *School Supervision, Teacher Characteristics, *Teacher Supervision

Identifiers—*Nepal

Focusing on the role of supervisors, this study looked at factors affecting the teaching and learning process in Nepalese schools. A brief review of the educational reform effort in Nepal and of the National Education System Plan leads to a look at current conditions in education, drawing from questionnaire results and observations from schools in three districts. This section deals with such features as class size and attendance, teacher competency, and the utilization of teaching materials. The next section describes in detail the organization of educational administration and supervision and the specific role of each component. It is followed by an evaluation of Nepalese administration and supervision. The study concludes with a number of proposals to improve the effectiveness of supervision, and of educational efforts generally, in Nepal. The main

recommendations of the study include the following: (1) Teachers should be incorporated into the civil service structure, (2) the determination of teacher salary should rest on qualifications, not on the grade level taught, (3) greater emphasis should be put on preservice rather than inservice teacher training, (4) there should be a single level of district supervisor responsible for each district's schools, and (5) the position of supervisor ought to be made less onerous. (Author/JM)

ED 213 119

EA 014 420

Bates, A. W.

The Planning and Management of Audio-Visual Media in Distance Learning Institutions. Final Report of an IIEP Workshop (Paris, France, September 30-October 3, 1980).

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Pub Date—81

Note—141p.

Available from—IIEP Publications, International Institute for Educational Planning, 7-9, rue Eugene-Delacroix, 75016 Paris, FRANCE (Order No. H.38; 10.00 francs).

Pub Type—Reports - Descriptive (141) — Reports - Research (143) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Audiotape Recordings, Audiovisual Aids, *Audiovisual Instruction, Correspondence Schools, *Correspondence Study, *Educational Planning, Educational Radio, Educational Television, Elementary Secondary Education, Higher Education, Program Costs, Research Needs, Telephone Instruction, Training Objectives

Resulting from a 1980 workshop and a survey of 12 selected distance learning systems (or correspondence study programs), this paper had four aims: (1) to provide a framework to describe distance learning systems using audiovisual media and to locate the 12 surveyed institutions within that framework, (2) to identify common problem areas in the planning and management of audiovisual media, (3) to discover principles of planning and management to use in training, and (4) to identify how training and research might improve planning and management in this area and the methods by which this training and research can best be accomplished. Topics covered by the 11 chapters of the report include the analysis of the use of audiovisual media in the 12 institutions, the educational functions of audiovisual media, transmission and distribution, the production of broadcast materials, nonbroadcast audiovisual media (such as tape players and telephones), costs, feedback from users, institutional research, program evaluation, and training and research needs. The paper concludes that television and radio are of less significance in such teaching systems than was expected. Print is still the primary means of instruction, although the use of nonbroadcast media is increasing. (Author/JM)

ED 213 120

EA 014 421

Mayo, John K. Hornik, Robert C.

Evaluation and Research in the Planning, Development and Support of Media-Based Education. Final Report of an IIEP Workshop (Florida State University, Tallahassee, FL, October 27-30, 1980).

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Pub Date—81

Note—70p.

Available from—IIEP Publications, International Institute for Educational Planning, 7-9, rue Eugene-Delacroix, 75016 Paris, FRANCE (Order No. H.39; 10.00 francs).

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Communications, *Developing Nations, Educational Planning, *Educational Radio, *Educational Television, Foreign Countries, Information Dissemination, *Mass Media, Policy Formation, *Program Evaluation, Program Implementation

Identifiers—Latin America

In lesser developed countries, interest has been growing in the role evaluation plays in the improvement of media-based education programs. Such programs include the use of television or radio to

communicate a useful message to students, the general populace, or a particular group (such as mothers or small farmers). The message to be communicated may concern general academic skills (such as reading or math) or specific information (such as the advantages of breast feeding or of a particular farming technique). In lesser developed countries, such programs are usually initiated by political leaders or other high-level decision-makers as a way of attacking social problems. In October 1980 a workshop was held on methods of evaluating and monitoring media-based education programs. This document, prepared as the basic discussion paper for the workshop, reviews the role of evaluation and research in various stages of the policy-making and implementation process and stresses the need to relate evaluation to system planning as a whole, rather than confining it to summative research or to the formative development of materials. This paper has been revised to incorporate the major themes of the workshop discussions, including the participants' criticisms and recommendations. (Author/JM)

ED 213 121 EA 014 422
Lyons, Raymond F. Collins, Joyce E.

Problems of Educational Administration in Remote Rural Areas. Report of an Expert Meeting (Kathmandu, Nepal, May 7-11, 1979).

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Pub Date—80

Note—199p.

Available from—IIEP Publications, International Institute for Educational Planning, 7-9, rue Eugene-Delacroix, 75016 Paris, FRANCE (Order No. R.49; 10.00 francs).

Pub Type—Collected Works - Proceedings (021) — Information Analyses (070) — Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Administrative Problems, Delivery Systems, *Developing Nations, *Educational Administration, Educational Change, Educational Planning, Elementary Secondary Education, Foreign Countries, Government School Relationship, Needs Assessment, Nonformal Education, Poverty Areas, Resource Allocation, *Rural Areas, *Rural Education
Identifiers—*Asia

The meeting reported in this document was held to focus attention on some of the problems that governments in developing countries encounter when they try, in introducing educational reforms, to make sure that what they choose meets the needs of people in disadvantaged and remote areas. Participants included 12 experts from 10 Asian countries (Afghanistan, Bangladesh, India, Indonesia, Republic of Korea, Malaysia, Nepal, Pakistan, Sri Lanka, and Thailand), as well as staff of the International Institute for Educational Planning (IIEP) and the Bangkok (Thailand) UNESCO office. The report contains a summary of statements and reports made by two working groups concerning the problems of educational administration in remote areas of their countries. The first group concentrated on questions of supply, while the second examined improvement in administration in relation to educational reform. The report contains four sections concerning, respectively, the developmental and educational setting in which educational administration is supposed to do, what educational administration does, and future research needs. Six papers appended to the report are representative of the discussion of the main issues facing the Asian countries on the administration of education in remote rural areas. (Author/MLF)

ED 213 122 EA 014 423
Avakov, R. M. Ed.

The Future of Education and the Education of the Future. Final Report and Documents of an IIEP Seminar (Paris, October 23-26, 1978).

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Pub Date—80

Note—368p.

Available from—IIEP Publications, International Institute for Educational Planning, 7-9, rue Eugene-Delacroix, 75016 Paris, France (Order No. A.53; 10.00 francs).

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Developed Nations, Developing Nations, *Economic Development, *Educational Development, Educational Planning, *Educational Trends, *Education Work Relationship, *Futures (of Society), Long Range Planning, Models, Social Change, Tables (Data), Technological Advancement

The purpose of the seminar reported on in this document was to examine educational problems in the light of socioeconomic development prospects for the year 2000 and in particular to ponder the implications of socioeconomic development for educational planning. As an international inquiry into observed and foreseeable educational trends, the seminar was also meant to compare the views of a variety of schools of thought and branches of learning. Part 1 of the report comprises a lengthy summary of the seminar's discussions on three topics: the place of education in development projections to the year 2000; world trends in school enrollment and the long-term prospects for educational development; and trends in the relationship between education and employment. Parts 2-4 present 19 of the 37 background papers prepared for the seminar. In Part 2, seven papers discuss the nature of education in the future. Seven papers in Part 3 analyze models of long-term educational and economic development. The remaining five papers in Part 4 examine economic and social consequences of educational development. Four appendices provide the seminar program and lists of seminar participants and of the 37 papers prepared for the seminar. (Author/RW)

ED 213 123 EA 014 424
Asayehgn, Desta

Socio-Economic and Educational Reforms in Ethiopia (1942-1974): Correspondence and Contradiction.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Report No.—IIEP-OP-50

Pub Date—Sep 79

Note—96p.

Available from—IIEP Publications, International Institute for Educational Planning, 7-9, rue Eugene-Delacroix, 75016 Paris, FRANCE (Order No. S.19; 8.00 francs).

Pub Type—Opinion Papers (120) — Historical Materials (060)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Failure, Access to Education, Activism, Dropout Rate, *Economic Development, *Educational Change, Elementary Secondary Education, Equal Education, Foreign Countries, Graduates, Postsecondary Education, *Social Change, Unemployment

Identifiers—*Education Economy Relationship, *Ethiopia, United Kingdom, United States

Using the theory of correspondence and contradiction, the author analyzes the interaction between socioeconomic and educational changes in Ethiopia from 1942 to 1974. An introductory section sets forth the principles of correspondence and contradiction, which refer to how the means of economic production determine conditions in the noneconomic "superstructure" of society and how the superstructure in turn acts on the means of production, creating contradictions between the two. Section 2 traces Ethiopia's major socioeconomic changes from 1941 to 1974, including the incorporation of the economy into the world market economy, economic stagnation, the emergence of foreign-dominated commercial farms and industries, and the deterioration of rural and urban living standards. The corresponding educational changes from 1942 to 1974 are discussed in section 3, which describes the succession of British- and American-inspired educational reforms and the mounting problems of unequal participation in education, maldistribution of qualified teachers, low education budgets, high dropout and failure rates, high unemployment among school graduates, and student antigovernment militancy. The concluding section reviews the contradictions between the economic and educational systems that contributed to the 1974 overthrow of the government. It also points out potential future contradictions. (Author/RW)

ED 213 124

Debeauvais, Michel

Education and Development in the New International Economic Order.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Report No.—IIEP-OP-55

Pub Date—May 81

Note—20p.

Available from—IIEP Publications, International Institute for Educational Planning, 7-9, rue Eugene-Delacroix, 75016 Paris, FRANCE (Order No. A.84; 8.00 francs).

Pub Type—Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Disadvantaged, *Economic Development, *Educational Development, Educational Research, International Organizations, Labor Force Development, *School Role, Social Stratification

Identifiers—*New International Economic Order
Educational issues need reexamining, according to this author, to find the proper role for education in a new international economic order (NIEO). In the first part of this essay, the author questions older theories of education and development—which saw education as furthering national development by supplying trained manpower—and discusses current economic trends, the limits to growth, education's role in reducing or perpetuating inequality within nations, and the usefulness of international organizations in providing data, research, and theory on education and the NIEO. In the second session, the author notes the expansion of education in all countries, the lack of comparable economic growth, the decline of the idea that education is a prime factor in development, and the growing impression that education helps create unemployment or fosters loss of cultural identity. The author counters this impression by suggesting that education has multiple effects and should be seen as a subsystem within a larger socioeconomic environment. (Author/RW)

ED 213 125

Saraf, S. N.

Education in the 1980s: World Bank Perspectives—The Myth and the Reality.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Report No.—IIEP-OP-57

Pub Date—Nov 80

Note—50p.

Available from—IIEP Publications, International Institute for Educational Planning, 7-9, rue Eugene-Delacroix, 75016 Paris, FRANCE (Order No. A.83; 8.00 francs).

Pub Type—Opinion Papers (120) — Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Developing Nations, Economic Development, *Educational Development, *Educational Finance, Educational Objectives, Educational Trends, Equal Education, *Financial Policy, Foreign Countries, Nonformal Education
Identifiers—*Loan Programs, *World Bank

In reviewing and analyzing the World Bank's "Education Sector Policy Paper" of April 1980, the author concentrates, first, on the report's description of worldwide issues and trends in educational development and, second, on the report's assessment of past and future World Bank lending for educational programs. The discussion of worldwide issues and trends examines the relationship between education and development, equal educational opportunity, education and work, the need for educational research, educational costs and financing, and the management of external aid to education. In his treatment of World Bank support for education, the author covers the problems of economic growth without redistribution, World Bank priorities and concerns in education, the expansion of basic education, the delayed impact of educational programs, the advantages of nonformal over formal education, and the need for a flexible World Bank lending policy in education. The essay's conclusion stresses the size and potential impact of World Bank loans. Two appendices compare the activities of the World Bank and the International Institute for Educational Planning and provide an annotated list of 25 World Bank studies on education. (RW)

ED 213 126

Tanguiane, S.
Some Lessons from Soviet Experience in Educational Development. The Fundamentals of Educational Planning: Lecture-Discussion Series No. 65.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Pub Date—Jun 79

Note—23p.; Lecture given at the International Institute for Educational Planning (Paris, France, April 13, 1971).

Available from—IIEP Publications, International Institute for Educational Planning, 7-9, rue Eugene-Delacroix, 75016 Paris, FRANCE (Order No. S.17; 5.00 francs).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120) — Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Citizen Participation, *Educational Development, *Educational Planning, *Educational Policy, Equal Education, Foreign Countries, *Labor Force Development, Labor Needs, Nonformal Education, Social Planning, Student Financial Aid, Vocational Education

Identifiers—Economic Planning, Theory Practice Relationship, *USSR

The USSR's success in educational development suggests that its experience may be helpful to developing nations. The USSR has, since the 1917 revolution, eradicated illiteracy and constructed a universal education system. Among the factors that made this possible are the use of educational planning based on broad development policies; the consideration of social and cultural as well as economic needs in shaping educational policies; mass support for and participation in education; use of the student's mother tongue for instruction; coordination of informal with formal education; provision of financial aid, transportation, and boarding schools where necessary; equal education for women; the fusion of vocational with general education; and maintenance of close connections between education and life and between theory and practice. Further, the USSR has based its educational system on the realization that the continuously changing nature of modern industry requires that workers be trained to be flexible and versatile. (Author/RW)

ED 213 127

EA 014 428

Malpica, Carlos N.
Educational Administration and Its Relations with Planning and Research. The Fundamentals of Educational Planning: Lecture-Discussion Series No. 66.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Report No.—IIEP/TM/66/80A

Pub Date—Jun 80

Note—25p.; Lecture presented at the Andres Bello Convention's international seminar on Research, Planning and Administration of Education (Lima, Peru, August 22, 1979).

Available from—IIEP Publications, International Institute for Educational Planning, 7-9, rue Eugene-Delacroix, 75016 Paris, FRANCE (Order No. F.71; 5.00 francs).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Centralization, *Coordination, *Educational Administration, *Educational Planning, Educational Research, Foreign Countries, Regional Cooperation

Identifiers—*Latin America, Macro Administration, Micro Administration

The author's discussion of the relationship of educational administration to educational planning and research begins by considering the development of administrative theory in general and reviewing the functional, institutional, and social approaches to analyzing educational administration. He briefly describes educational administration in the Andean countries of Latin America, noting its centralized bureaucratic control, the role of decision-making and citizen involvement, and the use of plans and programs in the region's educational administrative processes. Educational administration, the author says, can begin both at the macro-administrative level of the national government, where Andean educators have attempted regionalization, and at

the micro-administrative level of actual teaching operations, where experiments with community education have occurred. In the Andean countries now, the author continues, educational planning and administration have become more integrated but administrators must exercise care in choosing the factors on which to base educational planning. He lists five problems facing Andean educational administration, including the impacts of politics and mass media, and calls for research based on these problems. In closing, he points out opportunities for international cooperation in developing educational administration and suggests 13 points for the conference to examine. (RW)

ED 213 128

EA 014 429

Caillods, Francoise Hajjar, Habib

Report of the Regional Intensive Training Course on Education and Human Resources Planning (Damascus, Syrian Arab Republic, November 17 to December 12, 1979).

United Nations Educational, Scientific, and Cultural Organization, Cairo (Egypt). Regional Office for Education in the Arab Countries; United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Spons Agency—Ministry of Economic Cooperation, Bonn. (West Germany).

Pub Date—[80]

Note—186p.; Section entitled, "Teaching Material No. 6: 'Etudes de Trajectoires'," (p125-41) is in French. Prepared in cooperation with the Central Bureau of Statistics, Damascus, Syrian Arab Republic.

Available from—IIEP Publications, International Institute for Educational Planning, 7-9, rue Eugene-Delacroix, 75016 Paris, FRANCE (Order No. C.36; 10.00 francs).

Language—English; French

Pub Type—Reports - Descriptive (141) — Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Data Analysis, Data Collection, *Educational Planning, Foreign Countries, Human Capital, Instructional Materials, *Labor Economics, *Labor Force Development, Postsecondary Education, Research Methodology, Student Projects

Identifiers—*Arab States, *Manpower Planning

To train 19 participants from nine Arab governments in educational and human resources planning, an intensive four-week course was offered covering the use of population census data, assessment of economies' demands for education and training, and techniques of evaluation and of manpower forecasting. This report describes the organizing and financing of the course, the results of its evaluation, and its use of lectures, discussions, exercises, and student projects. In the projects, five groups of course participants each prepared a national program for an Arab nation. Outlines of the five national projects are presented. The report also provides copies of seven selected course lectures and exercises—six in English and one in French—on data collection and extrapolation, educational inequality, labor market theories, labor recruitment, personal work histories, and modern and traditional economies. Three appendices give lists of course participants, faculty, and materials as well as the course's daily schedule for the full four weeks. (RW)

ED 213 129

EA 014 430

Armistead, Lew

Building Confidence in Education. A Practical

Approach for Principals.

National Association of Secondary School Principals, Reston, Va.

Report No.—ISBN-0-88210-131-5

Pub Date—82

Note—55p.

Available from—National Association of Secondary School Principals, 1904 Association Dr., Reston, VA 22091 (Order No. 2108101; \$3.00 plus postage, quantity discounts; orders of \$15.00 or less must be prepaid).

Pub Type—Guides - Non-Classroom (055) — Books (010) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrator Guides, *Administrator Responsibility, Check Lists, *Communication (Thought Transfer), *Communication Skills, Elementary Secondary Education, Information Sources, Mass Media, News Media, Parent

School Relationship, *Principals, Publicity, Public Opinion, *Public Relations, *School Community Relationship, Teacher Responsibility

With a little planning and some occasional help, educators can develop a public relations program that will build a positive image for their schools and education in general. This monograph provides some public relations ideas and discusses theories about communication. Surveys indicate that students, newspapers, school staff members, and parents of students are major sources of school news. Ways of recruiting positive comments from these sources are provided. Some practical, low-cost ideas are presented for building a positive image by using both mass and interpersonal communication techniques. Guidelines are offered for working with newspaper and television reporters. Three short articles deal, first, with writing a news release; second, with responding to negative letters; and third, with letters to the editor that communicate the positive news of education. The monograph concludes by advising that school public relations is a long-term proposition and provides a checklist to note progress. Available school public relations materials are listed. (Author/MLF)

ED 213 130

EA 014 432

Oregon Student Accounting Manual. A Handbook on Student Accounting and the Oregon School Register.

Oregon State Dept. of Education, Salem.

Pub Date—Feb 81

Note—68p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Average Daily Attendance, Average Daily Membership, Educational Finance, Elementary Secondary Education, *Enrollment, *Recordkeeping, Records (Forms), *School Attendance Legislation

Identifiers—*Oregon

Accuracy in student accounting procedures gives school districts a sound basis of financial and statistical information for all subsequent decision making. The purposes of this manual are to describe the student accounting system used in Oregon and to assist districts in their efforts to maintain accurate records and report properly to the state Department of Education. Pertinent Oregon Administrative Rules, Oregon Revised Statutes, and Department of Education forms are included in this manual. (Author/MLF)

ED 213 131

EA 014 433

Wilson, Al

Principal Characteristics of Four Models of Educational Improvement. [Summary].

Pub Date—Feb 82

Note—7p.

Journal Cit—CCBC Notebook; v11 n2 p7-10 Feb 1982

Pub Type—Journal Articles (080) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies, Change Agents, *Change Strategies, Comparative Analysis, *Educational Improvement, *Educational Innovation, Elementary Secondary Education, Institutional Characteristics, Linking Agents, *Models, Organizational Development, Program Implementation

Four change models are viewed as representing the range of strategies currently employed by schools in improving education. Intended as a source of assistance to those who wish to undertake a more thorough examination of these models, this article, in outline form, summarizes the distinguishing characteristics of each model along with the principal sources that provide detailed treatments of them. The models cited are (1) the responsive model of educational improvement according to John Goodlad; (2) the linkage model according to Ronald G. Havelock; (3) organization development in schools according to Richard A. Schmuck; and (4) change agent study model according to the Rand Corporation. (Author/MLF)

ED 213 132

EA 014 435

Smyth, W. John

The Principal as an Educational Leader: To Be or Not to Be?

Deakin Univ., Victoria, (Australia). School of Education.

Pub Date—Feb 80

Note—6p.; Funded by Deakin University Foundation.

Available from—Editor, The Australian Adminis-

trator, School of Education, Deakin University, Victoria 3217, AUSTRALIA (\$85).
Journal Cit—The Australian Administrator; v1 n1 Feb 1980

Pub Type—Collected Works - Serials (022) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Administrator Role, Elementary Secondary Education, Foreign Countries, Instructional Improvement, *Leadership, *Principals, *School Supervision, Teacher Supervision
Identifiers—Australia

To what extent can school principals provide effective educational leadership? Research shows that, contrary to textbook images, principals react to their circumstances instead of controlling them and that they spend most of their time on administrative, not instructional, matters. Further entrenching principals in their administrative role is the fact that the principalship is legitimized more by its position in a bureaucratic hierarchy than by any instructional expertise on the part of the principal. However, principals could base their legitimacy on instructional expertise. To do so they must take a more active role in instruction; recent research, for instance, shows that effective schools' principals are more active in instructional supervision, evaluation, and leadership. A redefinition of the principal's role will mean that principals must acquire new skills and practice closer overseeing and improvement of instruction. This instructional supervision must be based on three points: the classroom should be the focus of activity, teachers' and pupils' concerns must take priority, and principals should give teachers objective feedback on their classroom work. (Author/RW)

ED 213 133 EA 014 436
Telfer, Ross

A Walk on the Wild Side: Field Trips for the Educational Administrator.

Deakin Univ., Victoria, (Australia). School of Education.

Pub Date—Apr 80

Note—6p.; Funded by Deakin University Foundation.

Available from—Editor, The Australian Administrator, School of Education, Deakin University, Victoria 3217, AUSTRALIA (\$85).

Journal Cit—The Australian Administrator; v1 n2 Apr 1980

Pub Type—Collected Works - Serials (022) — Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Administrator Education, *Administrators, Bureaucracy, Comparative Analysis, Elementary Secondary Education, *Field Trips, Foreign Countries, Higher Education, Organizational Theories, Organizations (Groups), Participation, School Administration
Identifiers—Australia

Australia's public elementary and secondary education system lacks a variety of types of schools, so some educational administration students are sent on field trips to study other school and nonschool organizations. One university, for example, sends its students to a hospital, private schools and colleges, and retail stores. Before the field trips, however, a theoretical understanding is needed of the differences and similarities between schools and other organizations. One of the most important of these characteristics concerns an organization's degree of control over the admission of clients and a client's degree of control over whether to participate in the organization. Under this criterion one can distinguish "wild" organizations, where both clients and organizations can choose, from "domesticated" organizations, in which neither clients nor organizations have a choice. The field trips are also preceded by study of systems theory, organizational openness, power and authority relationships, and Max Weber's concepts about bureaucracies. The trips help educational administration students expand their personal resources, acquire alternative points of view, and notice differences between school and nonschool management. (RW)

ED 213 134 EA 014 437
Eastcott, Leslie R. Hall, Gene E.

The Change Display: Two Skyrockets, Five Bumpers and a Jumping Jack.

Deakin Univ., Victoria, (Australia). School of Education.

Pub Date—Jun 80

Note—6p.; Funded by Deakin University Foundation.

Available from—Editor, The Australian Administrator, School of Education, Deakin University, Victoria 3217, AUSTRALIA (\$85).

Journal Cit—The Australian Administrator; v1 n3 Jun 1980

Pub Type—Collected Works - Serials (022) — Opinion Papers (120) — Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Administrator Attitudes, Attitude Change, *Change Strategies, *Educational Change, *Educational Innovation, Elementary Secondary Education, Foreign Countries, Inservice Education, *Teacher Attitudes
Identifiers—Australia, *Concerns Based Adoption Model, Support Systems

Educational change is viewed in Australia as a series of events involving four components: the decision to change, the announcement of the change, inservice activities oriented to the change, and informal support activities. Research in the U.S., however, indicates that change is a highly personal process undergone first by individuals and only secondarily by institutions and that it entails educators' development of personal feelings and skills related to the innovation. Using the model of the seven Stages of Concern About the Innovation, the researchers found that individuals experience different types of concerns, of varying intensity, at any one time in the change process; that concerns change from one stage to another, although not quickly; and that different institutions have different profiles of concern. Among the implications of these findings are that change implementation approaches concerned only with methods and procedures will probably be irrelevant to educators' personal concerns; that educators' concerns about themselves are normal and legitimate; and that inservice and other support activities should be patterned after each institution's profile of concern and should be planned for several years' duration. (Author/RW)

ED 213 135 EA 014 438
Willis, Quentin F.

Uncertainty as a Fact of Life (And Work) for the School Principal.

Deakin Univ., Victoria, (Australia). School of Education.

Pub Date—Aug 80

Note—6p.; Funded by Deakin University Foundation.

Available from—Editor, The Australian Administrator, School of Education, Deakin University, Victoria 3217, AUSTRALIA (\$85).

Journal Cit—The Australian Administrator; v1 n4 Aug 1980

Pub Type—Collected Works - Serials (022) — Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Foreign Countries, Interpersonal Relationship, *Job Analysis, Observation, Occupational Information, *Principals, Private Schools, Public Schools, Secondary Education
Identifiers—*Australia (Victoria), Discontinuity, *Uncertainty

An observational study of school principals confirms findings from earlier Australian and U.S. studies that emphasized the brevity, variety, and fragmentation of principals' work. Three secondary school principals in Victoria (Australia)—one in a public school and two in private schools—were observed for three weeks each. The study found that the principal's job is characterized chiefly by uncertainty, variety, brevity, discontinuity, and "invisibility." The three principals worked long hours, used a range of communication media, spent most of their time in interpersonal contacts, frequently changed location from preceding activities, often worked unseen by other school staff (and hence "invisible" to them), suffered frequent interruptions, and spent much of their time involved in affairs external to the school, often with nonsubordinates. The author concludes that principals' work should not be too tightly scheduled, since

the core of the job involves organizational communication through interpersonal contacts, and that principals should have skills in handling uncertainty. (RW)

ED 213 136 EA 014 439
Sergiovanni, Thomas J.

Planning and Time Management: Keys to Effective Educational Leadership.

Deakin Univ., Victoria, (Australia). School of Education.

Pub Date—Oct 80

Note—6p.; Funded by Deakin University Foundation.

Available from—Editor, The Australian Administrator, School of Education, Deakin University, Victoria 3217, AUSTRALIA (\$85).

Journal Cit—The Australian Administrator; v1 n5 Oct 1980

Pub Type—Collected Works - Serials (022) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrator Role, *Administrators, Elementary Secondary Education, Leadership, Needs Assessment, *Objectives, *Planning
Identifiers—Activity Record, Administrator Effectiveness, *Time Management

Educational administrators' concern with planning and time management results from the fragmentation of their daily activities, which research has documented, and their consequent search for order and control. Time is important because its scarcity affects productivity and its use has social-psychological effects on staffs' perceptions of administrators' priorities. Time management can increase administrative effectiveness through increased control of time and through the wise use of time that is achieved by setting priorities. Administrators should begin managing their time by keeping a log of their daily activities and then analyzing what priorities can be inferred from the log, how results relate to time spent on activities, what activities were delegated, and to what extent others were involved in particular activities. The log will reveal administrators as doers of tasks rather than managers or leaders. Administrators need to become leaders, which may involve doing less. To do this they should determine priorities, on which in turn they should base written plans that include objectives, strategies, and time guidelines. In setting priorities, administrators should distinguish between the few vital activities and the many trivial ones. (Author/RW)

ED 213 137 EA 014 440
Sungaila, Helen

A New Model for Program Evaluation: The "Appreciative" One!

Deakin Univ., Victoria, (Australia). School of Education.

Pub Date—Dec 80

Note—6p.; Funded by Deakin University Foundation.

Available from—Editor, The Australian Administrator, School of Education, Deakin University, Victoria 3217, AUSTRALIA (\$85).

Journal Cit—The Australian Administrator; v1 n6 Dec 1980

Pub Type—Opinion Papers (120) — Reports - Descriptive (141) — Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Behavioral Objectives, Cost Effectiveness, Elementary Secondary Education, Evaluation Criteria, *Evaluation Methods, Existentialism, Input Output Analysis, Interviews, *Participant Satisfaction, Participation, Program Effectiveness, *Program Evaluation, Videotape Recordings

Identifiers—Objectivity, Subjectivity

Following a discussion of a number of objective methods of program evaluation, the author recommends a more subjective or existential model. Described briefly are the behavioral objectives model, the goal-free model, the systems analysis model, the decision-making model, the accreditation and adversary models, and the transactional model. The author advocates transcending the classical scientific world view that is the basis for all these models to a more modern relativistic view. She suggests that programs should not be merely evaluated objectively by outsiders but should be "appreciated" from the point of view of participants. To accomplish such an evaluation she suggests first making as complete a record of the program on videotape as possi-

ble. The evaluator then is to play back the videotape to participants and ask them questions concerning their feelings about the program at certain moments. It is maintained that such a method of evaluation will help to explain why the program produced certain outcomes. Finally, the author contends that it is in this understanding of the existential experience of both teachers and learners that the improvement of the teaching and learning process lies. (Author/JM)

ED 213 138

EA 014 441

Smyth, W. John

Research on Teaching: What's in It for Me?

Deakin Univ., Victoria, (Australia). School of Education.

Pub Date—Feb 81

Note—6p.; Funded by Deakin University Foundation.

Available from—Editor, The Australian Administrator, School of Education, Deakin University, Victoria 3217, AUSTRALIA (\$8.55).

Journal Cit—The Australian Administrator; v2 n1 Feb 1981

Pub Type—Opinion Papers (120) — Collected Works - Series (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Educational Innovation, *Educational Research, Elementary Secondary Education, Foreign Countries, *Information Dissemination, Principals, Research and Development Centers, *Research Problems, *Research Utilization, Teacher Administrator Relationship, Teacher Characteristics, *Teacher Role

Identifiers—Australia, Research and Development

After looking at reasons why research on teaching has had limited impact, this paper suggests alternative ways to generate and use research to achieve more productivity and indicates implications for educational practice. The author contends that the Research, Development, and Dissemination model of educational change, with its implicit view of change being caused from the outside, has impeded the implementation of research findings in classrooms. Furthermore, teachers are not avid readers of research literature, which is fragmented, difficult to locate, hard to interpret in operational terms, impersonal, and characterized by conflicting findings. A more effective way to assure that research is used is for researchers, teachers, and principals to work collaboratively in classrooms, isolating questions worth exploring, collecting objective data that accurately reflects classroom occurrences, and analyzing that data with a view to reaching informed decisions on whether or not to change. (Author/JM)

ED 213 139

EA 014 442

Strachan, Jillian L.

Instructional Supervision and Teacher Development.

Deakin Univ., Victoria, (Australia). School of Education.

Pub Date—Apr 81

Note—6p.; Funded by Deakin University Foundation.

Available from—Editor, The Australian Administrator, School of Education, Deakin University, Victoria 3217, AUSTRALIA (\$8.55).

Journal Cit—The Australian Administrator; v2 n2 Apr 1981

Pub Type—Reports - Research (143) — Opinion Papers (120) — Collected Works - Series (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Classroom Observation Techniques, Elementary Secondary Education, Faculty Development, Foreign Countries, Formative Evaluation, School Supervision, Teacher Attitudes, Teacher Improvement, *Teacher Supervision

Identifiers—Australia, *Clinical Supervision

Most Australian teachers do not hold traditional methods of supervision in very high regard. A more acceptable form of supervision, clinical supervision, utilizes the information gathered from classroom observations to allow the teacher to gain a wider perspective on his or her own performance under non-threatening conditions. A limited survey, conducted in the Geelong region of the Victorian Education Department in Australia, attempted to determine what teachers understood supervision to mean, what kind of supervision was actually occurring, how teachers felt about supervision, and what teachers would recommend as effective supervisory methods. The study revealed a diversity of opinions

about what type of supervision is occurring in schools as well as what should be occurring. There was ambivalence about the use of inclass observation. The survey revealed that systematic classroom observation was not a widespread activity. Another project, Project CLINSUP, used clinical supervision and classroom observations on a deliberate, extended, and intensive basis with teachers. Participants felt that clinical supervision was personally useful and fostered a collegial relationship between supervisor and teacher. Convincing teachers of the utility of classroom observation as a part of clinical supervision would seem to depend on the persuasive powers of other practitioners who have had positive experiences. (Author/JM)

ED 213 140

EA 014 443

Hughes, P. W. And Others

Accounting for Our Schools: Problems and Possibilities.

Deakin Univ., Victoria, (Australia). School of Education.

Pub Date—Jun 81

Note—6p.; Funded by Deakin University Foundation.

Available from—Editor, The Australian Administrator, School of Education, Deakin University, Victoria 3217, AUSTRALIA (\$8.55).

Journal Cit—The Australian Administrator; v2 n3 Jun 1981

Pub Type—Opinion Papers (120) — Reports - Descriptive (141) — Collected Works - Series (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Accountability, Behavioral Objectives, Course Objectives, Curriculum Development, *Curriculum Evaluation, Elementary Secondary Education, Foreign Countries, Program Evaluation, Public Opinion, Resource Materials, Teacher Responsibility, Teacher Role

Identifiers—Australia, School Based Management

Accountability, in the sense of educational efficiency, has popular political appeal in Australia. Yet there is urgent need for Australian educators to influence how accountability is to be defined and to determine how it is to be implemented at the school level. One useful definition of accountability, satisfactory to both teachers and the public, is school-initiated curriculum evaluation. Under this system, teachers must explain the justification for each course proposed, what the course will involve, and what evidence of learning will be apparent. This process provides a clear base from which the teacher or others evaluate the program or process. It allows the planning of educational outcomes to remain a school-level activity. It also provides teachers with a constructive method for describing their purposes, offers the community a ready and useful source of information, and ensures that evaluation is undertaken in a systematic manner. The encouragement of teacher participation in evaluation activities and the development of support materials and networks has been a major concern of the Teachers as Evaluators Project, as has been evidenced by the project's production of evaluation planning guidelines, development of inservice training materials, and publication of teachers' accounts of their evaluation activities. (Author/JM)

ED 213 141

EA 014 444

Batchler, Merv

The Enigma of Administrative Behaviour.

Deakin Univ., Victoria, (Australia). School of Education.

Pub Date—Aug 81

Note—6p.; Funded by Deakin University Foundation.

Available from—Editor, The Australian Administrator, School of Education, Deakin University, Victoria 3217, AUSTRALIA (\$8.55).

Journal Cit—The Australian Administrator; v2 n4 Aug 1981

Pub Type—Information Analyses (070) — Collected Works - Series (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Administrator Responsibility, *Administrator Role, *Educational Administration, Elementary Secondary Education, Ethnography, Field Studies, Job Analysis, Observation, *Principals, *School Administration, *Superintendents

Identifiers—Uncertainty

Writers attempting to describe administration have approached the subject from a number of perspectives. Researchers such as Gulick (1937) identified planning, organizing, staffing, directing,

coordinating, reporting, and budgeting as functional elements of administration. Hemphill, Griffiths, and Fredericksen (1962), using simulated job settings, discovered eight primary factors in administrative behavior: exchanging information, discussing with others before acting, complying with suggestions, analyzing the situation, maintaining organizational relationships, organizing work, responding to outsiders, and directing the work of others. Two recent research reports used a field study and observations to analyze actual on-the-job behavior of superintendents and principals. Duignan (1980) found that the superintendent's activities are not generally planned and organized but rather are made up of uninvited verbal encounters, externally imposed deadlines, and crises. Willis found that the principal's work is marked by uncertainty, and is hectic in pace, varied in composition, and discontinuous. These findings provide comfort to the school administrator who feels guilty for spending time accomplishing little more than coping with ambiguity, frustration, and disruption. Increased use of field techniques such as ethnography and observation would be of value in uncovering further clues about the behavior of school administrators. (Author/JM)

ED 213 142

EA 014 445

Ross, John A.

Strategies for Curriculum Leadership.

Deakin Univ., Victoria, (Australia). School of Education.

Pub Date—Oct 81

Note—6p.; Funded by Deakin University Foundation.

Available from—Editor, The Australian Administrator, School of Education, Deakin University, Victoria 3217, AUSTRALIA (\$8.55).

Journal Cit—The Australian Administrator; v2 n5 Oct 1981

Pub Type—Collected Works - Series (022) — Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Administrator Role, *Curriculum Development, Educational Change, Educational Research, Elementary Secondary Education, *Instructional Improvement, Instructional Innovation, *Leadership, Leadership Qualities, *Principals, *Teacher Administrator Relationship, Teacher Attitudes, Teacher Motivation

Educational research suggests several ways that principals can affect teachers' curriculum choices. Although some researchers maintain that the use of extrinsic rewards (such as praise or allocation of resources) has some effect on teachers, others have found that teachers are much more apt to be influenced by intrinsic rewards such as student achievement. Principals can foster teachers' pursuit of intrinsic rewards by helping them with classroom management, by arranging testimonials from teachers who have successfully improved their teaching, and by publicly praising student achievement. Research findings also suggest that because of their central role in determining the norm structure of the school, principals can significantly influence teachers by acting as role models for professional conduct and by displaying enthusiasm for innovations. Some organizational theory and research suggests that allowing teachers increased participation in decision-making will increase administrator influence. Finally, although there is no conclusive research on the topic, there is considerable anecdotal evidence that the social behavior of principals affects teacher receptiveness to principal intervention in curriculum matters. In sum, research shows that curriculum leadership is possible for highly motivated principals. (Author/JM)

ED 213 143

EA 014 446

Grimmett, Peter

Lord of a Brave New Cuckoo's Nest: Implications for Supervisory Authority.

Deakin Univ., Victoria, (Australia). School of Education.

Pub Date—Dec 81

Note—6p.

Available from—Editor, The Australian Administrator, School of Education, Deakin University, Victoria 3217, Australia (\$8.55).

Journal Cit—The Australian Administrator; v2 n6 p14 Dec 1981

Pub Type—Collected Works - Series (022) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Elementary Secondary Education, Individual Power, *Instructional Improvement, Literary Criticism, Objectives, Power Structure, *Teacher Administrator Relationship, Teacher Improvement, *Teacher Supervision

Identifiers—*Authority, *Freedom

The contradiction in instructional supervisors' roles between helping and rating teachers raises questions about the nature of supervisory authority. Three novels—Golding's "Lord of the Flies," Huxley's "Brave New World," and Kesey's "One Flew Over the Cuckoo's Nest"—illustrate the general problem of combining social control with individual freedom. Teacher supervision is a special case of the general concept of social control, and the question of balancing supervisors' control and teachers' individual freedom is but a specific instance of the larger problem. Part of the difficulty arises from the lack of a clear definition of the purposes and functions of instructional supervision. Discussion by various writers on the purposes of teacher supervision indicates that supervisors need to be enlightened, to work to improve performance, and to help teachers to be free to function better. With such an understanding, supervisors would be more oriented toward teacher growth than teacher defects and would foster a more collaborative relationship with teachers. (Author/RW)

ED 213 144

EA 014 447

France, Glyn

Self-Understanding: Professional Growth and the Role of the Teacher Counsellor. Deakin Univ., Victoria, (Australia). School of Education.

Pub Date—Feb 82

Note—6p.

Available from—Editor, The Australian Administrator, School of Education, Deakin University, Victoria 3217, Australia (\$85).

Journal Cit—The Australian Administrator; v3 n1 p1-4 Feb 1982

Pub Type—Collected Works - Serials (022) — Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Development, *Counselors, Elementary Secondary Education, *Faculty Development, Foreign Countries, *Inservice Teacher Education, *Self Concept, Teacher Attitudes, Teacher Motivation

Identifiers—Australia

Professional development for teachers should include learning experiences that lead to greater personal and vocational self-understanding. Teachers need greater self-understanding to keep pace with social changes and to expand their skills. However, if teachers are to develop professionally—especially midcareer teachers—then administrators and others need to explore the factors affecting motivation to develop. A major factor affecting motivation is self-perception. Statements from a 1978 Australian teachers' seminar illustrate older teachers' perceptions of themselves as stale, out of touch with their subject disciplines, too long at their current positions, getting older, and growing away from their students and younger colleagues. The seminar participants suggested the need for an in-service coordinator or teacher counselor. A teacher counselor could enhance teachers' self-understanding and hence help motivate them to develop new skills. The implications of adult development theory for teacher development also need to be recognized. Midcareer teachers' tendency toward introspection and reexamination of priorities, for instance, is considered typical by adult development theorists. These and other theoretical insights should be taken into account in teacher development programs. (Author/RW)

ED 213 145

EA 014 450

Mann, Dale

The Impact of IMPACT II.

Columbia Univ., New York, N.Y. Teachers College. Spons Agency—EXXON Education Foundation, New York, N.Y.

Pub Date—15 Oct 81

Note—61p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Elementary Secondary Education, Grants, *Instructional Improvement, *Instructional Innovation, Networks, Program Proposals,

Small Group Instruction, Teacher Attitudes, *Teacher Improvement, Teacher Participation

Identifiers—District Incentive Grants Program NY, New York City Board of Education

IMPACT II is a teacher-to-teacher networking program designed to improve teaching in New York City schools. Teachers who have been working on new ideas that need more refinement are eligible for \$300 grants offered to program developers. Teachers who would like to adopt ideas previously developed by the program may receive \$200 as replicator grantees. Since 1979, about 500 teachers have received grants. To facilitate exchanges among teachers, IMPACT II supports a wide range of networking activities, including newsletters, product catalogues, receptions, and teacher assistance. The autonomy of teachers is emphasized. Program outcomes were evaluated with questionnaires from 136 grantees plus a control group of 44 grant applicants. Findings indicate, among other things, that 85 percent more of IMPACT II participants improved their teaching than did the control group. Overall findings suggest that teacher participation and control increases willingness to try new ideas and that teacher networking provides the vehicle for peer learning and support. In the fall of 1980, Community School District One began a District Incentive Grants Program roughly modeled on IMPACT II. Although successful in many ways, variance from the original model caused it to have fewer long-term effects than IMPACT II. (Author/JM)

ED 213 146

EA 014 453

Wages and Salaries Paid Support Personnel in Public Schools, 1981-82. Part 3 of National Survey of Salaries and Wages in Public Schools. ERS Report.

Educational Research Service, Arlington, Va.

Pub Date—82

Note—78p; For related documents, see EA 014 401-402 and ED 202 100.

Available from—Publications, Educational Research Service, Inc., 1800 North Kent Street, Arlington, VA 22209 (Stock No. 219-21669; \$26.00).

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

Document Not Available from EDRS.

Descriptors—Elementary Secondary Education, Enrollment, Expenditure Per Student, Geographic Regions, National Surveys, *Nonprofessional Personnel, *Paraprofessional School Personnel, Public Schools, *Salaries, School Districts, *School Personnel, School Statistics, Tables (Data), *Wages

Identifiers—School District Size

This third part of the 1981-82 report of the National Survey of Salaries and Wages in Public Schools examines salaries and wages actually paid nonprofessional school personnel in 1,095 public school systems. Data on five clerical positions as well as teacher aides, custodians, cafeteria workers, and bus drivers are included. Lowest, highest, and average hourly wage rates or yearly salaries paid employees in each of these positions are considered. The salary data for each position are presented and analyzed according to three basic classifications: school system size (measured by enrollment), per-pupil expenditure levels, and geographic region. In addition to summary analyses of the data, the report contains a tabular listing of specific salary and wage data supplied by each reporting school system. (Author/MLF)

ED 213 147

EA 014 454

Measuring Changes in Salaries and Wages in Public Schools: A Basic Handbook. ERS School Management Reference Series.

Educational Research Service, Arlington, Va.

Pub Date—82

Note—42p.

Available from—Publications, Educational Research Service, Inc., 1800 North Kent Street, Arlington, VA 22209 (Stock No. 218-00080; \$20.00).

Pub Type—Guides - Non-Classroom (055) — Reference Materials (130) — Tests/Questionnaires (160)

Document Not Available from EDRS.

Descriptors—Administrator Guides, Administrators, Comparative Analysis, Cost Effectiveness, *Cost Indexes, Economic Change, Elementary Secondary Education, Graphs, *Measurement Techniques, Nonprofessional Personnel, Paraprofessional School Personnel, Professional Personnel, *Salaries, *School Personnel, Statistical

Analysis, Tables (Data), Teacher Salaries, *Wages, Worksheets

Identifiers—*Composite Indicator of Changes, School District Size

A new statistical measure termed the Composite Indicator of Changes (CIC) reflects overall changes in average salaries and wages paid by public school systems in much the same way that the Dow-Jones averages reflect price changes in the stock market. The CIC is useful for comparing salary trends among various categories of personnel, among comparable school systems, and with economic indicators such as the U.S. Department of Labor's Consumer Price Index (CPI). The purpose of this basic handbook is to provide users of the CIC a full and complete source book, including a description of the purpose and nature of the CIC, how it is compiled on a national and state basis, and how local school systems can compile CIC data for use in making salary and wage decisions. Procedures, work sheets, and outline graphs for making such local computations and comparisons and for preparing visual presentations of data are included. The handbook also includes salary and wage data for use in computing both current status and recent trend comparisons. A section is included on the CPI and how this economic index can be compared with the CIC. (Author/MLF)

ED 213 148

EA 014 457

Bouchard, Robert F., Comp. Franklin, Justin D., Comp.

Guidebook to the Freedom of Information and Privacy Acts [and] 1981 Supplement.

Report No.—ISBN-0-87632-310-7

Pub Date—80

Note—443p.

Available from—Clark Boardman Company, Ltd., 435 Hudson Street, New York, NY 10014 (\$45.00; 10% discount on prepaid orders).

Pub Type—Books (010) — Guides - Non-Classroom (055) — Legal/Legislative/Regulatory Materials (090)

Document Not Available from EDRS.

Descriptors—*Confidentiality, Court Litigation, Federal Courts, *Federal Legislation, *Information Retrieval, *Information Seeking, Information Sources, State Courts, State Legislation

Identifiers—Federal Agencies, *Freedom of Information Act, *Privacy Act 1974

To help individuals, groups, and organizations obtain federal government records on themselves and others, this guidebook interprets the Freedom of Information Act (FOIA) and the Privacy Act. The acts provide access to government data, personal records, and business information. The guidebook presents the texts of both acts, with section-by-section interpretations and directions on how to use the laws. The authors discuss the factors behind each act, which act to use, information exempted from disclosure under the acts, and "reverse-FOIA" cases (that is, suits filed to bar the government from releasing data). Information on locating and requesting records, paying fees, and taking cases to court is also included, as are sample request letters. Three lengthy appendices present the court decision in the reverse-FOIA case of Chrysler v. Brown, analyses and federal memoranda based on that decision, and the texts of the freedom of information statutes in all 50 states and the District of Columbia. The 1981 supplement provides a chapter-by-chapter update of the guidebook, reflecting new court cases, changing interpretations, and amendments to various states' statutes. (RW)

ED 213 149

EA 014 460

Jackson, Michael R., Comp. And Others

Student Activities in Secondary Schools: A Bibliography.

National Association of Secondary School Principals, Reston, Va.

Report No.—ISBN-0-88210-109-9

Pub Date—80

Note—92p; First edition published 1974, ED 089 188.

Available from—National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 (\$4.00).

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Annotated Bibliographies, Assembly Programs, Bands (Music), Dramatics, *Extracurricular Activities, Governance, *Program Administration, Program Evaluation, Recreation

Finances, School Funds, Secondary Education, Student Participation, Student Publications, Teacher Participation, Youth Clubs

As an aid to school principals, student activities administrators, faculty members, student leaders, instructors at teacher education institutions, and researchers interested in extracurricular activities, this annotated bibliography contains hundreds of articles, pamphlets, and books published on secondary students' extracurricular activities. Selected from the last 15 years' publications, the references are arranged alphabetically by author under 14 topical headings and one miscellaneous section. The topical sections include the organization and administration of activities, student participation, faculty sponsorship and involvement, student governance, finances, common problems with extracurricular activities, middle school and junior high school activities, student assemblies, athletics, clubs, bands and other music activities, student publications, speech and drama, and the evaluation of student activities. (Author/RW)

EC

ED 213 150 EC 141 101

Schwartz, Stuart E., Ed.
Institute on Career Education for the Handicapped. Instructor's Manual [and] Participant's Guide. Project RETOOL.

Alabama Univ., University. Coll. of Education.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Personnel Preparation.

Pub Date—Apr 80
Grant—G007801429

Note—261p.

Pub Type—Reports - Descriptive (141) - Guides - Non-Classroom (055) - Tests/Questionnaires (160)

EDRS Price - MF01/PC11 Plus Postage.
Descriptors—*Career Education, Curriculum, *Disabilities, Educational Objectives, Elementary Secondary Education, Higher Education, Institutes (Training Programs), Instructional Materials, Media Selection, Records (Forms), *Teacher Education, *Teacher Educator Education, Teacher Workshops

Identifiers—Project RETOOL

The instructor's manual and participant's guide are designed for the Project RETOOL Institute on Career Education for the Handicapped, a program of continuing education models for teacher educators in regular and special education. The instructor's manual provides guidelines for replicating the Project RETOOL Institute. Sections on career education at both elementary and secondary levels cover curriculum objectives, methods of instruction, and materials. A "Strategies" section addresses integration of career education and content into pre- and inservice training programs, conducting workshops, and replication of the institute. Appendixes include sample advertising and registration materials, transparencies, a sample preface, a list of sample career education materials, and a materials source directory. The participant's guide contains handouts on the following: the roles and environments experienced by elementary age children; subcompetencies in the areas of daily living skills, personal-social skills, and occupational guidance and preparation skills; elementary level objectives; and guidelines for instructional materials analysis. Also provided are a sample instructional material assessment instrument, a checklist for reviewing career education materials for racist content, a guide for numerical analysis of inclusion of the handicapped in career education materials, and sample program evaluation forms. (SB)

ED 213 151 EC 141 102

Schwartz, Henrietta, Ed.
The Dean's Grant Monograph 1979-1980.

Roosevelt Univ., Chicago, Ill. Coll. of Education.
Pub Date—80

Note—99p.

Pub Type—Collected Works - General (020) - Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Attitude Change, *Curriculum Development, *Curriculum Evaluation, *Disabilities, Educational Philosophy, Elementary Secondary Education, Faculty Development, *Federal Programs, Higher Education, Knowledge Level, Multicultural Education, *Preservice Teacher

Education

Identifiers—Deans Grants Program, Education for All Handicapped Children Act, Roosevelt University II.

Twelve papers address the accomplishments of the Dean's Grant project at Roosevelt University (Chicago, Illinois), designed to evaluate and revise curriculum for preservice education students in accordance with compliance to state and federal mandates regarding education of the handicapped. Entries have the following titles and authors: "The Role of Special Education in The 1980's—An Existential Question" (P. Bates); "The Five 'A's' Dean's Grant—An Overview" (H. Schwartz); "Historical Perspectives of the Dean's Grant" (M. Showalter); "Faculty Change in Areas of Knowledge and Attitudes Towards the Handicapped" (C. Lynch, G. Olson); "Public Law 94-142—The Mandates and the Schools" (G. Diamond); "Public Law 94-142—Implications for Inservice Education" (W. Hazard); "Some Thoughts Concerning the Current State of Public Law 94-142 and Our Secondary Schools" (C. Orenar); "Public Law 94-142—Changing the Philosophy of Education for the Handicapped" (M. Reynolds); "Response to Illinois House Bill 150 and the Proposed Certification Standard on Multicultural Education" (H. Schwartz); "Gleanings on Mainstreaming—A Report of Visits to Seven Deans' Grants Projects" (J. Burleigh); "Documentation and Evaluation of a Dean's Grant" (G. Olson); and "Proposal for a Clinical Experience—Resource Catalog in Special Education" (B. Sherman). (SB)

ED 213 152 EC 141 103

Laurie, Frank, Comp.
Art Activities for the Handicapped.

Illinois State Board of Education, Springfield.

Spons Agency—National Committee, Arts for the Handicapped, Washington, D.C.

Pub Date—[80]

Note—207p.

Pub Type—Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*Art Activities, Creative Dramatics, Creative Expression, Dance, *Disabilities, Elementary Secondary Education, Movement Education, Music, Photography, Preschool Education

Identifiers—Illinois

Intended for professionals interested in incorporating arts activities into the educational programs for disabled students, Part One of the document contains arts activities contributed by clinician-presenters in the 1978 Illinois series of Very Special Arts Festivals; while Part Two contains activities contributed by clinician-presenters and regional committee members of the 1980 series. More than 100 activities cover the areas of art, creative dramatics, creative movement, dance, music, photography, and puppetry. Outlined for each activity are activity objectives, needed materials, procedures, appropriate age level, and handicap population. Among the art activities and products described are styrofoam printing, musical balloons, storytelling, pantomime, songs about animals, disco dance, photographs, shadow puppets, apple printing, bookbinding, kazoo calls, sculptures in movement, playing the harmonica, and air pictures. (SB)

ED 213 153 EC 141 104

Allegheny Intermediate Unit Exceptional Children's Program: Improved Individual Instruction Program. Final Report 1977-1980.

Allegheny Intermediate Unit, Pittsburgh, Pa.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date—[81]

Note—169p.; Print is poor in parts. Some pages have been removed from appendix due to irreproducibility.

Pub Type—Reports - Descriptive (141) - Reports - Evaluative (142) - Tests/Questionnaires (160)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Check Lists, *Computer Managed Instruction, Computers, *Educational Resources, Elementary Secondary Education, *Individualized Education Programs, *Learning Disabilities, Mathematics Education, Program Evaluation, *Reading Skills, Student Evaluation

Identifiers—Improved Individual Instruction Program PA, *Mathematics Skills, Pennsylvania (Pittsburgh)

The document reports 1979-80 progress of the Allegheny Intermediate Unit Exceptional Children's Program for Improved Individual Instruction in Pittsburgh, Pennsylvania. Part of the project is

designed to develop new materials and resources for developing math and reading skills in learning disabled students. Progress is described for the following program components: resource materials, mastery tests, advisory council, staff identification and training, computer system development, and dissemination. Among the evaluation instruments developed were the teacher inservice evaluation form, an implementation and master teacher checklist, and individualized education program (IEP) collection instruments. A number of computer forms also resulted including the teacher data input form, the student checklist and progress form, and the suggested resource list. Problems which occurred in program implementation involved such areas as coding appropriate resource information in the computer data bank and computer staff turnover. Among major benefits were the systematic development of IEPs, successful use of the resource retrieval component, and the use of skill mastery tests as formal documentation of student developmental progress. Results from the third year's project evaluation showed a larger number of instructional objectives per child, increased numbers of updated objectives on each student's IEP, decreased amount of teacher time required to write and update IEPs, increased teacher knowledge/familiarity with new and/or different instructional resources, and computer generated program records which corresponded closely with teacher maintained records. Appendixes, which make up approximately half the document, include dissemination news articles, journal reports, and brochures; sample evaluation instruments; computer forms; a sample resource listing; a sample IEP; a sample performance report; and sample mastery tests. (SB)

ED 213 154 EC 141 105

Field Hearings on the Education for All Handicapped Children Act. Hearings before the Subcommittee on Select Education of the Committee on Education and Labor, House of Representatives, Ninety Sixth Congress, Second Session (New York, N.Y., May 9; Chicago, Ill., June 6; Aurora, Colo., June 27; Kansas City, Mo., September 22; Washington, D.C., November 19-20, 1980).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date—81

Note—946p.; Many pages with small print or poor print quality.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF06 Plus Postage. PC Not Available from EDRS.

Descriptors—Compliance (Legal), *Disabilities, Elementary Secondary Education, *Federal Aid, *Federal Legislation, Hearings, Program Implementation

Identifiers—Congress 96th, *Education for All Handicapped Children Act

The document contains hearings on the Education for All Handicapped Children Act (P.L. 94-142) to amend the existing funding formula to devise a special allowance for high cost areas. Among the testimony offered are statements from the following individuals: S. Davis, state superintendent of public instruction of Virginia, on areas of the law needing revision; P. Hepner of Advocates for Children, an organization of parents and citizens interested in the rights of all children to appropriate educational services in New York City; A. Berman, Senator from Illinois; G. Hoffman, State Representative from Illinois; C. des Jardins, director of the Coordinating Council for Handicapped Children, a coalition of more than 100 parents and professional organizations in the Chicago area; J. First of the Illinois-Indiana Race Desegregation Assistance Center; R. DeWitt, president of the Colorado Association for Children and Adults with Learning Disabilities; B. Bernstein, executive director of the Legal Center for Handicapped Citizens; R. Dawson, superintendent of the Colorado School for the Deaf and Blind; R. Werner, Jr., director of special education of the Missouri Department of Elementary and Secondary Education; R. Waizer, superintendent of North Kansas City (Missouri) Schools; T. O'Donnell, attorney at law; C. Clark, president of the Missouri Association for Children with Learning Disabilities, on parent perspectives of problems relating to P.L. 94-142; C. Moore, parent of a physically and mentally handicapped child; B. Ladd, president of the Parents' Campaign for Handicapped Children and Youth, presenting a report from Closer Look; R. Barber, director of the Chil-

dren's Defense Fund (Mississippi office); and F. Weintraub, assistant director for government relations of The Council for Exceptional Children. Appended are materials including a position paper on corrective therapy services to handicapped children, sample letters, and an Educational Resource Information Center (ERIC) Report paper titled "Nineteen Steps for Assuring Nonbiased Placement of Students in Special Education" by J. Tucker. (SB)

ED 213 155 EC 141 106
Norris, Carole L.

A Subject Guide to Periodical Literature in Special Education and Allied Fields. Revised Edition. Pennsylvania Resources and Information Center for Special Education (PRISE), King of Prussia, Pa. Spons Agency—Montgomery County Intermediate Unit 23, Blue Bell, Pa.; Pennsylvania State Dept. of Education, Harrisburg. Bureau of Special and Compensatory Education.

Pub Date—80
Note—61p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Disabilities, Elementary Secondary Education, *Gifted, *Periodicals, *Special Education

Intended for special education teachers, regular educators working with mainstreamed students, school administrators, resource center personnel, researchers, and students, the guide provides a current and descriptive listing of approximately 125 selected special education periodicals. Section One lists the periodicals alphabetically by title. Each entry contains the following information: title, publisher, frequency of publication, cost, and identification as a journal, index, or newsletter. Entries also include the following descriptions: major subjects covered, intended audience, scope, and focus. Section Two, the Subject Index, groups the periodicals by major subjects covered. All subject headings assigned in this section are cross referenced to the entries which appear in the title section. Among subjects covered are aurally handicapped, child psychology, gifted, learning disabilities, mentally handicapped, rehabilitation, and visually handicapped. (SB)

ED 213 156 EC 141 107

Reauthorization of the Child Abuse Prevention and Treatment and Adoption Reform Act. Hearings before the Subcommittee on Select Education of the Committee on Education and Labor, House of Representatives, 97th Congress, First Session on H.R. 2318 to Reauthorize the Child Abuse Prevention and Treatment and Adoption Reform Act (Washington, DC, March 9 and 12, 1981). Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date—81
Note—268p.; Many pages with small print or poor quality.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Information Analyses (070) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Child Abuse, Federal Aid, *Federal Legislation, Federal Programs, Hearings, *Intervention, *Prevention

Identifiers—*Child Abuse Prevention and Treatment Act, Congress 97th

The document contains the transcript of the congressional hearings on H.R. 2318 to extend authorizations of appropriations for programs established in the Child Abuse Prevention and Treatment Act and the Child Abuse Prevention and Treatment and Adoption Reform Act of 1978. Among the individuals presenting statements are the following: A. Cohn on essential elements of successful child abuse and neglect treatment; E. Lansdown, who was emotionally and sexually abused as a child; E. Elmer, director of research and training of the Parental Stress Center (Pittsburgh, Pennsylvania); A. Burgess, with Boston University School of Nursing, on statistics, clinical research data, and current research on child abuse; H. Davidson on behalf of the American Bar Association; members of a family involved with Parents United, a self help treatment program; G. Thomas, president of the Regional Institute of Social Welfare Research (Athens, Georgia) on documentation of effects of child abuse prevention and treatment; and A. Hauser, director of a child abuse and neglect resource center, on the cost effectiveness of prevention and treatment programs.

Also provided are materials from the Fifth National Conference on Child Abuse and Neglect; descriptions of child abuse treatment programs; a supportive services forum resource booklet compiled by J. Riebel and M. Melvin; and sample published articles on child abuse. (SB)

ED 213 157 EC 141 108
Mirkes, Donna Z., Ed.

Overview, Directory & Product Guide, 1980-81. Washington Univ., Seattle. Program Development Assistance System.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, D.C. Div. of Innovation and Development.

Pub Date—Jun 81
Contract—300-79-0062
Note—310p.

Pub Type—Reports - Descriptive (141) — Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC13 Plus Postage.
Descriptors—*Delivery Systems, *Demonstration Programs, *Disabilities, *Learning Disabilities, *Program Descriptions, *Severe Disabilities

Identifiers—Handicapped Childrens Model Program, Learning Disabilities Research Institutes, Program for Severely Profoundly Handicapped

The document describes model demonstration projects, products, and Learning Disabilities Research Institutes funded by the Program for Severely/Profoundly Handicapped Children and Youth and by the Handicapped Children Model Program (HCMP). An overview section contains an analysis of data regarding the characteristics of children/youth served, services provided, service delivery areas, and project staff of special education programs. Also offered are brief summaries of the Learning Disabilities Research Institutes at the University of Illinois at Chicago, the University of Kansas, the University of Minnesota, the University of Virginia, and Teachers College of Columbia University. A directory section outlines approximately 47 HCMP and Special Needs Programs in terms of project title, project areas, year of funding, staff required to operate the program at another site, characteristics of the population served, service areas, services provided, evaluation instruments and procedures, and project abstracts. The five Learning Disabilities Research Institutes are described in terms of title, principle investigator or director, age range of students, abstracts, and major research findings. Another section lists products resulting from the projects/institutes, including brochures, newsletters, directories, catalogs, manuals, assessment/evaluation instruments, training guides, curricula, literature reviews, and technical and research reports. Project code numbers are assigned to each product which correspond to mailing information in the address section which follows. A final section provides an index to program information, assessment instruments, and disseminable products. (SB)

ED 213 158 EC 141 109
Herdin, Terence And Others

Issues & Insights: A Handicapped Awareness Resource Manual.

Camosun Coll., Victoria (British Columbia). Spons Agency—British Columbia Dept. of Education, Victoria. Continuing Education Div.

Pub Date—27 Apr 81
Note—100p.

Pub Type—Reference Materials (130) — Reference Materials - Bibliographies (131) — Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Adults, Agencies, *Attitude Change, Audiovisual Aids, *Disabilities, Foreign Countries, *Resource Materials, Social Problems, Workshops

Identifiers—*British Columbia

The looseleaf bound collection of resources is intended to aid British Columbia colleges, school boards, and other educational institutions in offering awareness oriented courses and workshops relating to the needs of disabled adults. The first section lists issues and discussion questions in the areas of attitudes, employability, environmental barriers, housing, recreation, and transportation. The next section provides general information on the deaf or hearing impaired, the learning disabled, mentally retarded, physically handicapped, visually impaired, and otherwise disabled. The resource section provides a list of approximately 21 British Columbia organizations and agencies; abstracts of 21 articles, monographs, and other print resources; a list of 118 books (organized by disability); and 53

annotations for audiovisual materials. Appended are a listing of British Columbia achievement centers, colleges, universities, and school districts, and guidelines for planning a workshop. (DB)

ED 213 159 EC 141 110
Perrone, Miriam

Lite Up Your Classroom: A Manual for Burnouts. National Committee, Arts for the Handicapped, Washington, D.C.

Pub Date—81
Note—59p.

Available from—National Committee—Arts for the Handicapped, 1825 Connecticut Ave., N.W., Suite 418, Washington, DC (\$2.50).

Pub Type—Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Art Activities, Dance, *Disabilities, *Group Activities, Inservice Teacher Education, *Simulation, Special Education Teachers, Teacher Attitudes, Teacher Burnout, Theater Arts, Workshops

The manual describes six sessions of an inservice workshop, Camp Lite-Up for Burnouts, for teachers of the handicapped and teachers of the arts to learn and experience new ways of integrating dance, drama, theater games, music, and the visual arts into instructional programs. The narrative and photographs illustrate such activities as playing musical games, decorating boxes to express feelings, acting out fantasies, painting, and expressing feelings through dance. All participants reported feeling better about themselves as a result of the workshop sessions. (DB)

ED 213 160 EC 141 111
Gaasholt, Marie P., Ed. And Others

Organizing for Change: Inservice and Staff Development in Special Education.

Washington Univ., Seattle. Program Development Assistance System.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, D.C. Div. of Innovation and Development.

Pub Date—Jul 81
Contract—300-79-0062
Note—182p.

Pub Type—Collected Works - General (020)
EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Administrator Attitudes, Adult Learning, Attitude Change, Consultants, Cultural Differences, Decision Making, *Disabilities, *Inservice Teacher Education, Problem Solving, *Program Development, Special Education, *Staff Development, Teamwork

The book contains seven author contributed chapters on issues concerning inservice and staff development in special education. Major themes of the papers include the importance of participant involvement in the planning process, the importance of gaining support at the onset by district and building administrators, and the need for carefully designed programs which model good teaching with concrete and clear goals. Individual chapters have the following titles and authors: "Diagnosing and Dealing with Barriers to Change" (S. Wyant, W. Bell); "The Relationship of Adult Learning Theory to Inservice Training" (B. Banks); "Systematically Planning for Effective Inservice Training or Staff Development" (C. McGuigan); "Staff Development—Becoming More Sensitive and Responsive to Cultural Issues" (J. Brown); "Facilitating Effective Team Decision Making" (S. Pfeiffer); "Assessing People in Organizations—Problem Solving and Change" (J. Peters); and "Considerations for Consultants" (M. Gaasholt). (DB)

ED 213 161 EC 141 112
Northcraft, Gregory B.

The Structure of Disability Perception. Stanford Univ., Calif.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md.; Stanford Univ., Calif. Boys Town Center for the Study of Youth Development.

Pub Date—80
Grant—PHS-5-R01-MH29446-02

Note—20p.; Paper presented at the Western Psychological Association Conference (1980).

Available from—Gregory B. Northcraft, Department of Psychology, Stanford, CA 94305.
Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Attitudes, *Cognitive Processes, *Disabilities, *Social Bias

One of the biggest barriers to a handicapped individual's coping with his or her disability may be reactions of the public. The present study addressed the problem of public reactions to disability by examining the cognitive perceptual structures which underlie attitudes toward the disabled. Thirty-eight different disability types (plus two nondisability reference items) were included in an analysis utilizing a nondirect technique (similarity categorization) with 45 undergraduates to derive a cognitive map of disability perception. The analysis yielded six distinct clusters: self caused problems, mental dysfunctions, essentially "normal" problems, permanent functional impairments, internal disorders, and sensory defects. (Author)

ED 213 162

EC 141 113

Atkins, Marc S. And Others

Behavioral Strategies for Improving Peer Relations in Hyperactive Children.

Pub Date—Aug 81

Note—23p; Paper presented at the American Psychological Association Annual Meeting (Los Angeles, CA, August, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Behavior Change, *Hyperactivity, *Interpersonal Competence, *Peer Acceptance, *Therapy, Young Children

Treatment strategies for modifying peer relations of hyperactive children are described within the context of recent research on the components of social status in children. This information, though not as yet specifically identified for hyperactive children, is presented as offering the best chance of establishing maximally effective treatment strategies. A treatment package currently in the pilot stage of development with three children demonstrates one way of integrating multidimensional treatment and assessment strategies. (Author)

ED 213 163

EC 141 114

Robb, Gary M. And Others

Special Education in the Natural Environment: A Training Manual in Providing Outdoor Education, Recreation and Camping for Children with Disabilities.

Camp Allen, Inc., Bedford, NH.; Indiana Univ., Bloomington. School of Health, Physical Education and Recreation.

Spons Agency—Office of Special Education (ED), Washington, D.C. Div. of Personnel Preparation.

Pub Date—81

Grant—G007801693

Note—184p; For related document, see EC 141 115.

Available from—Bradford Woods Outdoor Education, Recreation and Camping Center, Department of Recreation and Park Administration, School of Health, Physical Education and Recreation, Indiana University, Bloomington, IN 47402.

Pub Type—Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055) —

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Camping, Case Studies, *Disabilities, Elementary Secondary Education, Inservice Education, *Outdoor Activities, *Outdoor Education, *Program Development, Recreation

The training manual for use with personnel concerned with outdoor education for the handicapped provides a guide to program development in the areas of background knowledge, skills and methods of outdoor education, individualized planning, and program evaluation. The five units are titled: "Defining," "Introducing," "Individualizing," "Implementing," and "Evaluating." Each unit is organized into: "Critical Question(s)" (questions concerned with major unit components); "Toward an Answer" (overview of needed learning); "Case Study" (example of an experience of an individual or agency); "Enabling Objectives and Learning Activities" (specific objectives and experiences); "Self-Test" (ensuring that learning is completed); and "Learning Resources" (materials, activities, and readings). Some of the critical questions considered by the program include: what is outdoor education; how can outdoor programs benefit my students; how can the needs of individuals in my class/program be met using outdoor experiences; and how can the effectiveness of the outdoor education program be measured? (DB)

ED 213 164

EC 141 115

Robb, Gary M. And Others

Special Education in the Natural Environment: A Resource Guide in Providing Outdoor Education, Recreation and Camping for Children with Disabilities.

Camp Allen, Inc., Bedford, NH.; Indiana Univ., Bloomington. School of Health, Physical Education and Recreation.

Spons Agency—Office of Special Education (ED), Washington, D.C. Div. of Personnel Preparation.

Pub Date—81

Grant—G007801693

Note—177p; For related document, see EC 141 114.

Available from—Bradford Woods Outdoor Education, Recreation and Camping Center, Department of Recreation and Park Administration, School of Health, Physical Education and Recreation, Indiana University, Bloomington, IN 47402.

Pub Type—Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Annotated Bibliographies, Camping, *Disabilities, Elementary Secondary Education, *Equipment, Group Activities, Inservice Education, *Outdoor Activities, *Outdoor Education, *Program Development, Recreation, *Teaching Methods

The resource guide for use with personnel concerned with outdoor education for handicapped children provides a guide to activities, techniques, resources, and equipment. The first section consists of analyzed activities as they relate to individual education plans and treatment plan objectives. Provided for each activity is a description of the activity process, goals, subgoals, and activity components. Examples of the theme approach to outdoor education are also included. The second section focuses on activities with suggestions for hikes, awareness activities, nature arts, songs, stories, dramatics, special events, evening programs, and adventure activities. The third section, on resources, provides annotated references on the philosophy/rationale of outdoor education, program administration, programing techniques, nature identification, and films and records. Instructions and diagrams for making an insect net, a water-scope, and a soil sifter are given in the final section. (DB)

ED 213 165

EC 141 116

Mudry, Sebastian Prews, Karen

Child Abuse and the Exceptional Child: "How to Stop Being Abused by Child Abuse." Instructor's Manual. Project: Least Restrictive Environment.

MCC Inservice Training Program for Regular Classroom Teachers. Year III, 1980-1981.

Manchester Community Coll., Conn.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, D.C.

Pub Date—81

Grant—G007801058; G007901152

Note—18p; Print is poor in parts.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Child Abuse, Definitions, *Disabilities, Elementary Secondary Education, Family Problems, Inservice Teacher Education, Intervention, School Policy, Student Evaluation, *Teacher Role

Identifiers—Parents Anonymous

The instructor's manual focuses on child abuse. The manual includes a pre- and posttest; information on the increased risk of abuse among exceptional children; and discussions of definitions, identification, etiology, teacher's role, components of school policy, dealing with abusive parents, and the nontraditional approach of Parents Anonymous. A program evaluation form is also provided. (CL)

ED 213 166

EC 141 117

Webster, Raymond E.

A Cognitive-Behavioral Approach for Dealing with Emotionally Disturbed Adolescents in a Public School Setting. Instructor's Manual. Project: Least Restrictive Environment. MCC Inservice Training Project for Regular Classroom Teachers. Year III, 1980-1981.

Manchester Community Coll., Conn.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date—81

Grant—G007901152

Note—50p; Print is poor in parts.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adolescents, *Behavior Modification, Case Studies, Cognitive Development, *Emotional Disturbances, Inservice Teacher Education, *Mainstreaming, Secondary Education, Self Control, Theories

Identifiers—*Cognitive Behavior Modification

The instructor's manual is designed for inservice training on using cognitive behavior modification with mainstreamed emotionally disturbed adolescents. The theoretical rationale and general principles are discussed, and activities to help the instructor explain the tenets are described. The importance of recordkeeping is emphasized. The second section applies a cognitive behavioral approach to disturbed adolescents in a public school setting. A self monitoring system is explained, as are procedures to teach alternative ways of behavior. A case study in which the principles were used with an aggressive 13 year old concludes the manual. (CL)

ED 213 167

EC 141 118

Carr, Susan And Others

Managing Atypical Behavior at the Elementary Level. Participant's Booklet. Project: Least Restrictive Environment. MCC Inservice Training for Regular Classroom Teachers. Year III, 1980-1981.

Manchester Community Coll., Conn.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date—81

Grant—G007801058

Note—108p; Print is poor in parts.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Behavior Modification, Behavior Patterns, Behavior Problems, *Classroom Techniques, *Disabilities, Elementary Education, Handicap Identification, Intervention, *Mainstreaming

The inservice participant's booklet presents information for regular class teachers on ways to manage atypical behaviors in the mainstreamed elementary class. Sections address the following topics (sample subtopics in parentheses): identification (atypical behavioral patterns and learning styles); causes of atypical behavior; academic intervention (modification of materials and presentation); classroom management techniques (token systems, ignoring); and charting and contracting (parent involvement, classroom techniques). A list of over 200 professional references is provided. (CL)

ED 213 168

EC 141 119

Gauvin, Anne Levy, William

Linking Regular Classroom Instruction to the Individual Educational Plan. Instructor's Manual. Project: Least Restrictive Environment. MCC Inservice Training for Regular Classroom Teachers. Year 1980-1981.

Manchester Community Coll., Conn.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date—81

Grant—G007801058

Note—81p; Print is poor in parts.

Pub Type—Information Analyses (070) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Disabilities, Elementary Secondary Education, *Evaluation Methods, *Individualized Education Programs, Inservice Teacher Education, *Learning Disabilities, *Student Evaluation, Tests

The instructor's manual examines ways to help regular class teachers develop instruction based on individualized educational programs (IEPs) developed for disabled students. Procedures are described for the workshop leader to discuss training objectives, assumptions concerning the need for training, and a brief review of research. The issue of content vs behavior is addressed, the determination of strengths and weaknesses considered, and the interactive model is introduced. A large part of the document is composed of a paper by J. Cowley, "Content or Behavior—An Issue in the Assessment of Specific Learning Disabilities," which reviews research on specific assessment instruments. Also appended is "IEPs—The State of the Art—1978" by S. Schenck and W. Levy. (CL)

ED 213 169 EC 141 120

Riddle, Mary Jo Sauter, Patricia M.
Learning Styles of Special Needs Students. Instructor's Booklet. Project: Least Restrictive Environment. MCC Inservice Training Project for Regular Classroom Teachers.

Manchester Community Coll., Conn.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date—80
Grant—G007801058; G007901152
Note—33p.; Print is poor in parts.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Cognitive Style, *Disabilities, Elementary Secondary Education, *Inservice Teacher Education, Learning Modalities, *Mainstreaming, Teacher Attitudes

Identifiers—*Special Needs Students

The instructor's manual for an inservice training workshop on the learning styles of mainstreamed special needs students discusses input learning modalities and summarizes suggestions for working with mainstreamed secondary special needs students in such areas as mathematics, notetaking, and study skills. Activities to help the participants empathize with students who have special needs are described. (CL)

ED 213 170 EC 141 121

Hahn, Susan, Comp.

Listening and Auditory Perception: The Receptive Skills. Instructor's Manual. Project: Least Restrictive Environment. MCC Inservice Training for Regular Classroom Teachers. Year II, 1979-1980.

Manchester Community Coll., Conn.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date—Oct 79
Grant—G007801058
Note—19p.; Print is poor in parts.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Auditory Perception, *Disabilities, Elementary Secondary Education, Hearing Impairments, Inservice Teacher Education, *Listening Comprehension, *Listening Skills, Mainstreaming, Receptive Language

The instructor's manual is designed for a 2 hour inservice training workshop on improving listening and auditory perception skills in mainstreamed special needs students. Listening is considered in terms of stages, influential factors, and the effects of language disorders. Auditory perception deficits are noted and suggestions for dealing with those problems (such as not presenting too many tasks at once) are given. Hearing problems are similarly addressed. Final points are made about testing and an idea of individual listening activities is offered. (CL)

ED 213 171 EC 141 122

Newman, Elizabeth

Learning Styles of the Special Needs Student (K-6). Instructor's Manual. Project: Least Restrictive Environment. MCC Inservice Training for Regular Classroom Teachers. Year III, 1980-1981.

Manchester Community Coll., Conn.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date—81
Grant—G007801058
Note—32p.; Print is poor in parts.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Cognitive Style, *Disabilities, Discipline, Elementary Education, Inservice Teacher Education, *Learning Modalities, Mainstreaming, Teaching Methods

Identifiers—*Special Needs Students

The instructor's manual considers the inservice training topic of special needs students' learning styles and their implications for regular class teachers. Activities are described to help participants understand modality learning and informal tests to determine modality strengths. Teaching strategies for auditory and visual weaknesses are briefly listed as are the multisensory and the Visual Auditory Kinesthetic Tactile approaches. Modification—both environmental and behavioral—is described, and examples of an approach stressing logical consequences conclude the manual. (CL)

ED 213 172 EC 141 123

Self-Study and Evaluation Guide/1981 Edition.

Section D-5: Social Services.

National Accreditation Council for Agencies Serving the Blind and Visually Handicapped, New York, N.Y.

Report No.—ISBN-0-912948-73-6

Pub Date—81

Note—48p.

Available from—National Accreditation Council for Agencies Serving the Blind and Visually Handicapped, 79 Madison Ave., New York, NY 10016 (\$2.50).

Pub Type—Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Accreditation (Institutions), *Blindness, Leisure Time, *Program Evaluation, *Recreational Programs, *Self Evaluation (Groups), *Social Work, Standards, *Visual Impairments

The guide provides standards for self study and evaluation by social work and recreation and leisure programs for blind and visually handicapped persons. Standards are classified according to four components for social work and for recreation and leisure programs: planning and organization, personnel, program services, and program evaluation. It is explained that the standards are intended primarily for use in the National Accreditation Council's accreditation program for agencies serving the blind and visually handicapped. At the conclusion of the document are questions to be used in programing for improvement. (CL)

ED 213 173 EC 141 124

Nasca, Donald Davis, Hilarie

GEMS: Gifted Education Module System.

State Univ. of New York, Brockport. Coll. at Brockport.

Spons Agency—New York State Education Dept., Albany.

Pub Date—79

Grant—42-77-2116-DEV

Note—167p.

Available from—Bureau of Educational Field Services, State University College at Brockport, Brockport, NY 14420 (no price quoted).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Academically Gifted, *Classroom Techniques, Cognitive Processes, *Communication Skills, *Curriculum Development, Deduction, Elementary Secondary Education, Induction, *Learning Activities, Learning Modules, *Objectives, Student Characteristics, Teacher Education, Units of Study

Identifiers—Gifted Education Module System

Eight modules are presented for instruction of teachers of intellectually gifted students. Modules include statements of objectives and subobjectives, as well as assignments of activities to demonstrate mastery of the basic materials. Modules address the following topics (sample subtopics in parentheses): population (rationale for units, characteristics of gifted students); cognitive behavior (B. Bloom's taxonomy); deductive sequencing (R. Gagne's eight levels of learning); learning activities (suggestions based on Bloom's taxonomy); terminal and enabling objectives; inductive sequencing of learning activities (problem solving); management systems (learning activity packets, learning centers, grouping, theme development, independent study, and contracts); and communication (conflict resolution, problem ownership). Worksheets are appended. (CL)

ED 213 174 EC 141 125

Kingsley, Ronald F. Robinson, Jacques H.

Mainstream Arts Activities.

Kent State Univ., Ohio. Dept. of Special Education; Stow City Schools, Ohio.

Spons Agency—Mid Eastern Ohio Special Education Regional Resource Center, Akron; Ohio State Dept. of Education, Columbus.

Pub Date—Jun 81

Note—202p.; For related document, see EC 141 126.

Pub Type—Guides - Classroom - Teacher (052)—Guides - Non-Classroom (055)—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Art Activities, Creative Expression, *Disabilities, *Dramatics, Elementary Secondary Education, *Gifted, Language Arts, *Mainstreaming, Movement Education, *Music Activities, Self Expression, Talent, *Visual Arts

The resource book is designed to help teachers

and other school personnel use arts activities to mainstream handicapped and gifted students into the regular class curriculum. The first section contains guidelines for developing basic processing skills of perception, interpretation, understanding, expression, and evaluation. The second part of the document contains suggestions for activities in language, visual arts, music, drama, and movement. Each activity includes information on objective, procedure, uses, materials, and age group on which it was field tested. The document concludes with an annotated bibliography of approximately 150 references from the ERIC database. (CL)

ED 213 175 EC 141 126

Kingsley, Ronald F., Ed. Michaels, Eunice R., Ed. Expressive Arts for Exceptional Children in the Mainstream: Working Papers.

Kent State Univ., Ohio. Dept. of Special Education. Spons Agency—Mid Eastern Ohio Special Education Regional Resource Center, Akron; Ohio State Dept. of Education, Columbus.

Pub Date—Aug 80

Note—135p.; Print is poor in parts. For related document, see EC 141 125.

Pub Type—Collected Works - Proceedings (021)—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Art, Creative Dramatics, Creativity, *Disabilities, Elementary Secondary Education, *Gifted, *Mainstreaming, Music, Puppetry, *Self Expression, *Talent, Teacher Workshops, Visual Arts

The document contains nine presentations and five miniworkshop papers from a teacher institute on expressive arts for exceptional children in the mainstream. The following titles and authors are represented: "The Educator and Mainstreaming—A State of Mind and a Set of Skills" (G. Bailey); "The Arts in the Mainstream" (G. Barlow); "The Emergence of the Inquirer through Process—Mainstreaming Gifted and Handicapped Students" (E. Stoddard); "Communication Channels in the Classroom" (G. Knott); "The Uses of Creative Dramatics in the Mainstream" (J. Stephenson, L. Stephenson); "Creative Dance and Movement for Exceptional Children" (B. Wright); "Visual Arts for Exceptional Children in the Mainstream" (E. Michaels); "Music for Exceptional Children in the Mainstream" (V. Mead); and "Instructional Design and Evaluation" (R. Kingsley). Miniworkshops focus on visual art experiences, clowning, music, puppetry, and creative dramatics. (CL)

ED 213 176 EC 141 127

Sunal, Dennis W. Sunal, Cynthia Szymanski

Science for the Hearing Impaired. Teachers Guide. Introduction and Levels 3-7.

West Virginia Univ., Morgantown. Coll. of Human Resources and Education.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—81

Grant—SP1-80-05430

Note—1,134p.; Revision of "Science" (Modular Activities Program in Science, MAPS) and "Spaceship Earth-Life Science" published by Houghton Mifflin Co.

Available from—Science for the Hearing Impaired, Department of Curriculum and Instruction, College of Human Resources and Education, West Virginia University, Morgantown, WV 26506 (\$2.50, Introduction; \$11.00, Levels 3-4; \$16.00, Levels 5-6; \$14.00, Level 7; quantity discounts available).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF08/PC46 Plus Postage.

Descriptors—Curriculum Guides, Elementary Education, Elementary School Science, *Hearing Impairments, Junior High Schools, Lesson Plans, *Science Curriculum, Units of Study

Intended for use with hearing impaired students, ages 9 to 13 years, the curriculum guide is an adaptation of an existing commercially available school science program with the addition of new materials. Adaptation included reorganization of some materials; paraphrasing to aid the student with textual material; isolation of key words and phrases; the use of language cards to build scientific vocabulary; and addition of activities for students at a wide range of reading, experience, and attention levels. Introductory information covers program characteristics and goals, instructional methodology, program components and instruction on use, the program development process, a suggested teacher training workshop, and adapted and unadapted versions of a

lesson plan. The bulk of the document consists of the curriculum guide organized by levels, and within levels by units of study. Provided for each unit is a unit cluster outline; list of suggested materials; readings; and information on purpose, prerequisites, advance preparation, and teaching suggestions. The curriculum covers the following units: variation, space and motion, interaction and energy, population interactions (Level 3); environments, exploring matter, patterns, exploring energy (Level 4); adaptations, forces, motion, matter and energy (Level 5); population needs, models, models of matter, energy and ecosystems (Level 6); and biology (Level 7). (DB)

ED 213 177 EC 141 128

Bikson, Thomas H. Bikson, Tora K.
Functional Problems of the Visually Impaired: A Research Approach.

Rand Corp., Santa Monica, Calif.

Report No.—RAND-P-6648

Pub Date—Jul 81

Note—28p.; Paper presented at the Annual Convention of the American Psychological Association (Los Angeles, CA, August, 1981).

Pub Type—Reports—Research (143)—Speeches—Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adjustment (to Environment), *Daily Living Skills, High Schools, Partial Vision, Postsecondary Education, *Rehabilitation, *Visual Impairments

Capabilities and limitations of 251 severely visually impaired persons (senior high school age or older) were assessed on a range of visual environmental adaptation problems to learn how they are organized and influenced. Factor analyses indicated that problems can be grouped on the basis of eight functional domains, among which an independent living skills factor accounted for most response variance. Major influences on outcomes in these domains were acuity, age, sex, education, and perceived impact of impairment on quality of life. Results suggested the usefulness of rehabilitation programs geared to activity domains rather than to vision parameters. (CL)

ED 213 178 EC 141 129

Brown, Ronald T. Conrad, Kendon J.
Remediation Efforts for Hyperactivity: Training in Attention or Inhibitory Control.

Pub Date—Aug 81

Note—19p.; Paper presented at the Annual Convention of the American Psychological Association (Los Angeles, CA, August, 1981).

Pub Type—Reports—Research (143)—Speeches—Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Attention Control, *Cognitive Development, Elementary Education, *Hyperactivity, *Self Control

To compare various cognitive treatment approaches for ameliorating difficulties of hyperactive children on tasks requiring sustained vigilance and accuracy, 48 hyperactive boys (mean age 9 years 4 months) were randomly assigned to one of four training conditions: inhibitory control training, attention training, combined training, or control. The combination of attentional and inhibitory control strategies was most effective in enhancing Ss' cognitive performance. Results were interpreted to support the hypothesis that impulse and attention control problems occur concurrently in hyperactive Ss, although remediation in attentional deploying strategies is necessary for enhancing their cognitive performance. Findings further suggest that training solely in inhibitory control is not sufficient for enhancing cognitive performance among hyperactive children. (Author)

ED 213 179 EC 141 130

Farrow, Dana
Attribution and Stereotype Explanations of Non-Visible Handicap Discrimination.

Pub Date—Aug 81

Note—18p.; Paper presented at the Annual Convention of the American Psychological Association (Los Angeles, CA, August, 1981).

Pub Type—Reports—Research (143)—Speeches—Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Attribution Theory, *Employment, *Epilepsy, Sex Differences, *Social Attitudes, Young Adults

A male epileptic, male nonepileptic, female epileptic, or female nonepileptic job candidate was evaluated for either an auto sales or receptionist job by

112 university students in personnel or behavioral science courses. The female epileptic and the male nonepileptic candidates had significantly higher probabilities of being hired than the other two candidates. Successful job performance by the epileptics was attributed more to effort; epileptic female applicants for either job and epileptic applicants of either sex for the auto sales job were perceived to be more competitive, persistent, and determined than other candidates. (Author)

ED 213 180 EC 141 131

Haney, Janell I. Jones, Russell T.
Programming Maintenance as a Major Component of a Community-Centered Preventive Effort: Escape from Fire.

Pub Date—Aug 81

Note—31p.; Paper presented at the Annual Convention of the American Psychological Association (Los Angeles, CA, August, 1981).

Pub Type—Reports—Research (143)—Speeches—Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adolescents, Daily Living Skills, Generalization, Group Homes, *Moderate Mental Retardation, Reinforcement, *Safety Education, *Severe Mental Retardation

Identifiers—*Fires

The study investigated maintenance of responding by four severely to moderately mentally retarded persons (12 to 16 years old) in a community living center who were taught methods of exiting the house in fire emergency situations. Training included instructions, modeling, behavioral rehearsal, social and tangible external reinforcement, and self reinforcement. To facilitate maintenance, all Ss received isolated, followed by simultaneous, presentation of situations and those Ss who met certain criteria received reinforcement fading and alteration from external to self reinforcement. To increase likelihood of generalization to an actual fire, Ss were taught in their own home and were presented with simulated cues. Generalization to a second room was trained to Ss meeting criteria. Results indicated that the procedure was effective in both training and maintaining emergency exiting skills in the simulated setting. Generalization probe data indicated the need to either program generalization or train children in their own rooms. (Author)

ED 213 181 EC 141 132

Kennelly, Kevin J. And Others
Reinforcement Schedules, Effort vs. Ability Attributions, and Persistence.

Pub Date—Aug 81

Note—18p.; Print is poor in parts. Paper presented at the Annual Convention of the American Psychological Association (Los Angeles, CA, August, 1981).

Pub Type—Reports—Research (143)—Speeches—Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Attribution Theory, Behavior Patterns, *Disabilities, Elementary Secondary Education, Failure, Success

Two studies investigated treatments on the attribution and behavioral persistence of special education students (9 to 15 years old) labelled as helpless in arithmetic. In the first study (N=14), an attribution retraining treatment was effective in alleviating helplessness but not significantly more effective than a control treatment. In the second study (N=14), effects of three success-failure schedules (100% success, 76.9% success, and 46.2% success) on attributions and persistence were compared. Only the 76.9% success schedule increased attributions of failures to lack of effort and improved behavioral persistence in the face of failure. Results were interpreted as supporting B. Weiner's theory which suggests that an infrequently experienced event, i.e., failure, will be attributed to an unstable cause, i.e., lack of effort. (Author)

ED 213 182 EC 141 133

Personal Computers for the Physically Disabled: A Resource Guide.

Apple Computer, Inc., Cupertino, CA.

Report No.—MSR-M1024-0481-50M

Pub Date—[81]

Note—16p.

Available from—Apple Computer, Inc., 10260 Bandley Dr., Cupertino, CA 95014.

Pub Type—Guides—Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Communication Skills, Computers, Elementary Secondary Education, *Games, *Microcomputers, Motor Development, *Physical Disabilities, Severe Disabilities, Social Development

The resource guide discusses applications of personal computers for physically disabled persons. The introductory section reviews how a severely disabled boy has learned to communicate and to play games with his able bodied friends through a personal computer. Part I details systems (such as the microcommunicator and the Handitem) for communication. Part II reviews computer applications in two educational settings, and Part III briefly describes computer games which also enhance motor and social skills. Applications for the visually and hearing impaired are considered. Within each section are names and addresses of personal contacts for computer projects. (CL)

ED 213 183 EC 141 134

Boyd, Joe K. Hensley, J. Higgins

The Use of Physical Exercise in the Modification of Ward Behavior in Institutionalized Hyperactive Boys: A Preliminary Investigation.

Pub Date—[78]

Note—19p.

Pub Type—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Behavior Change, Elementary Secondary Education, *Hyperactivity, Institutionalized Persons, *Physical Activities, *Running

The effects of a structured physical exercise program on the ward behavior of 16 institutionalized hyperactive children (6 to 13 years old) was investigated. Ss were randomly assigned to conditions in which they ran, engaged in calisthenics, or both, for 20 minutes per day, 5 days a week, for 4 weeks. Data from daily behavioral measures were analyzed and a large statistically significant beneficial effect for running was found. Calisthenics did not improve the children's daily scores. The possible contribution of physiological and psychological factors is considered. (Author/CL)

ED 213 184 EC 141 135

Regular Education Inservice Training and Resource Manual (Mainstreaming).

Education Service Center Region 19, El Paso, Tex. Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date—[81]

Note—274p.; Copyrighted pages have been removed. Some print is marginally legible.

Pub Type—Guides—Non-Classroom (055)—Reference Materials (130)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Class Activities, *Disabilities, Elementary Secondary Education, Federal Legislation, Individualized Education Programs, *Inservice Teacher Education, Instructional Materials, *Mainstreaming, Student Evaluation, Teaching Methods, Units of Study, Workshops

The manual, in looseleaf format, is intended for training regular education teachers involved in mainstreaming handicapped students. The manual is organized into seven units of instruction: the law (P.L. 94-142, the Education for All Handicapped Children Act); handicapping conditions; assessment; individualized education programs; instructional resources; daily activities; and the evaluation process. Each unit is organized in a format which includes educational objective, utilization of content, and instructional information. Units are self contained and can be utilized independently. An introductory section discusses the inservice program design used in Texas to retrain 150 classroom teachers and other personnel such as administrators and paraprofessionals over a 3 year period. Six program objectives are listed and correlated with specific workshops. Among topics considered in the manual are the following: the child centered educational process, interpretation of P.L. 94-142, each of the specific handicaps, preparing nonhandicapped students for a handicapped classmate, norm referenced vs. criterion referenced assessment measures, informal assessment, Texas policy and procedures, aids in writing behavioral stated goals and objectives, resources on handicapping conditions for general education, learning centers and independent study, basic skills daily activities at the secondary level, classroom observation module, and continuous progress grading. (DB)

ED 213 185

Brown, Ronald T.

Visual and Auditory Attention in Hyperactive and Normal Boys.

Pub Date—Aug 81

Note—24p.; Paper presented at the Annual Convention of the American Psychological Association (Los Angeles, CA, August, 1981).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Age Differences, *Attention Span, *Auditory Stimuli, *Conceptual Tempo, Elementary Secondary Education, *Hyperactivity, Males, *Visual Stimuli

Sustained attention to visual and auditory stimuli and reflection-impulsivity were examined in 48 hyperactive and 48 normal 9 and 14 year old boys. Multivariate analyses, followed by univariate tests, indicated that the nonhyperactive Ss increased sustained attention efficiency with age to both visual and auditory stimuli. Hyperactive Ss increased in sustained attention efficiency with age to auditory, but not visual stimuli. Both groups increased with age in reflection-impulsivity as measured by the Matching Familiar Figures (MFF) test. Correlations between the sustained attention scores and the MFF error and latency scores were not significant for hyperactive Ss. (Author)

ED 213 186

Murphy, Beverly Fuller

A Study of Self-Concept Improvement in Learning Disabled Children as Measured by a Modified Burks Rating Scale.

Pub Date—Aug 81

Note—17p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, *Learning Disabilities, Parent Attitudes, *Self Concept, *Summer Programs, Teacher Attitudes

To examine self concept development in learning disabled (LD) children, a behavior rating scale was given to parents and teachers of 27 LD students (6 to 15 years old) in a summer program which provided activities to enhance the self concept. Parents' and teachers' perceptions of the children's self concept changed significantly as a result of the program; however, only the parents' scores increased in a positive direction. (A list of the self concept activities used in the program is appended.) (CL)

ED 213 187

Marsallo, Michael

Innovative Developmental Physical Activities for Early Childhood and Special Education Students.

American Alliance for Health, Physical Education, Recreation and Dance, Reston, Va. Information and Research Utilization Center.

Pub Date—Jan 80

Note—24p.

Available from—AAHPERD Publications, 1900 Association Dr., Reston, VA 22091 (\$2.00).

Journal Cit—Practical Printers; v3 n8 Jan 1980

Pub Type—Guides - Classroom - Teacher (052)—Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Disabilities, Early Childhood Education, Elementary Secondary Education, Games, Individualized Instruction, *Motor Development, *Perceptual Motor Coordination, *Physical Activities, Psychomotor Skills

The document provides information on physical activities for handicapped and young nonhandicapped children. Activities are explained to include individual, small group, and large group experiences. Entries for five activities provide information on equipment needed; areas of concern (motor, perceptual motor, or physical skills); procedures; rules; additional hints; and game modifications. To individualize instruction and contribute to individualized education programs, tasks are broken down in the areas of static and dynamic balance, jumping, distance jumping, hopping, throwing, and kicking. (CL)

EC 141 136

ED 213 188

Koerber, Pat. Ed.

Conference Report on the National Conference for Parents of the Handicapped (1st, Indianapolis, Indiana, October 17-19, 1980).

Parent Information Resource Council, Inc., Indianapolis, IN.

Pub Date—80

Note—60p.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Child Advocacy, *Disabilities, Elementary Secondary Education, Legal Problems, Nutrition, Parent Associations, Parent Attitudes, *Parent Conferences, *Parent Role, Parent Workshops

The first National Conference for Parents of the Handicapped (Indianapolis, Indiana, 1980) is summarized. Contents of 11 workshop presentations are described, including parents' roles as advocates, parental concerns, the influence of diet on behavior, genetics, in home respite care, legal issues, and parent coalitions and organizations. An evaluation/summary chart is presented along with names and addresses of conference participants. Among appended information are the minutes of the conference's Committee of the Whole. (CL)

ED 213 189

Gordon, Helen H. Hall, Lincoln H.

An Analysis of Writing Problems of Developmentally Disabled College Students: Learning Theory and Applications.

Pub Date—Jun 78

Note—29p.; Ph.D. Practicum, Nova University.

Pub Type—Reports - Research (143)—Dissertations/Theses - Practicum Papers (043)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Students, Error Patterns, Grammar, Higher Education, *Learning Disabilities, Spelling, Syntax, *Writing (Composition)

Writing samples of 50 learning disabled college students were analyzed for fluency and errors of 14 types: omission of words and/or letters, noun plurals, syntax, subject-verb agreement, verb forms and tense, pronoun reference, shifts in person, fused or spliced sentences, fragments, punctuation, capitalization, usage, spelling, and apostrophe use. Results revealed that errors occurred most frequently in categories of spelling, punctuation, fused/spliced sentences, and confusing syntax. The most obvious common weakness was lack of fluency (as measured by word count). Implications for remedial programs include developing materials which teach to both halves of the brain at once; encouraging fluency through such activities as ungraded writing and journal writing; and subordinating the study of grammar to the elimination of error in students' work. (CL)

ED 213 190

Developing Community Support for the Education of Handicapped Children: A Parent's Guide.

Kentucky State Dept. of Education, Frankfort. Bureau of Education for Exceptional Children.; Mid-South Regional Resource Center, Lexington, Ky.; North Carolina State Dept. of Public Instruction, Raleigh. Div. for Exceptional Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date—79

Contract—300-77-0476

Note—29p.; For related documents, see EC 140 385 and EC 141 142.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Child Advocacy, *Disabilities, Elementary Secondary Education, *Meetings, *Parent Participation, *Program Development, *Publicity, State Programs, Workshops

Identifiers—*Kentucky, Parent Materials

Designed for parents of handicapped children in Kentucky, the booklet contains suggestions for parent involvement and advocacy. Planning informal activities is the focus of the first section which covers informal get togethers, discussion groups, and film viewing sessions. Planning steps for more formal group activities such as workshops are considered in the second section, which addresses questions of parent needs and child care. A primer on publicity summarizes newspaper, television, and radio coverage as well as the use of newsletters. The final section reviews the functions of the State Advisory Panel for Exceptional Children, the Developmental Disabilities State Planning Council, and the Committee for a Comprehensive System of Person-

EC 141 139

nel Development. (CL)

ED 213 191

Stephens, Peggy, Ed. Bright, Ethel, Ed.

Your Child's Education.

Kentucky State Dept. of Education, Frankfort. Bureau of Education for Exceptional Children.; Mid-South Regional Resource Center, Lexington, Ky. Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, D.C.

Pub Date—Sep 80

Contract—300-77-0476; 300-80-0722

Note—41p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Compliance (Legal), Confidentiality, *Disabilities, Elementary Secondary Education, Federal Legislation, *Individualized Education Programs, *Parent Role, Parent School Relationship, State Legislation

Identifiers—*Kentucky, Parent Materials

The booklet is intended to familiarize parents of handicapped children in Kentucky with state and federal law regarding the education of handicapped students. Implications of the laws for types of services and age ranges to be served are discussed. Parents' role in the individualized education program (IEP) process is traced from referral, evaluation, program planning, and implementation and review. The hearing and appeal process is described, as are parental rights regarding confidentiality of records. Provisions for lodging complaints with the State Department of Education are described. (CL)

ED 213 192

Ferguson, Mary

Group Home Resource Guide.

Ohio State Univ., Columbus. Herschel W. Nisonger Center.

Spons Agency—Office of Human Development (DHEW), Washington, D.C. Office of Developmental Disabilities.

Pub Date—Dec 79

Grant—50-P-25703/5-03

Note—30p.

Pub Type—Reference Materials - Bibliographies (131)—Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Audiovisual Aids, *Disabilities, *Educational Resources, *Group Homes, *Mental Retardation, Organizations (Groups), Reference Materials, Staff Development, Technical Assistance

The guide lists approximately 100 resources concerned with group homes for mentally retarded or otherwise disabled persons. Resources are organized into the following categories: manuals, staff training resources, bibliographies, technical assistance projects, audiovisuals, program materials, pamphlets and booklets, evaluation materials, books, reports, newsletters/periodicals/journals, organizations, and miscellaneous. Usually provided is such information as title, author, date (most are between 1975 and 1980), duration (if an audiovisual), order information, price, and a description. (DB)

ED 213 193

Grippin, Pauline C. Medved, Richard

Social Adjustment of Parents of Persons with Handicapping Conditions.

Pub Date—Apr 81

Note—25p.; Paper presented at the Annual Meeting of the New England Educational Research Organization (Lenox, MA, April, 1981).

Pub Type—Reports - Research (143)—Tests/Questionnaires (160)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Disabilities, *Family Problems, *Parent Attitudes, Parent Child Relationship, *Stress Variables

The study investigated the ranking of stress associated with various life events by parents of handicapped children. Forty-seven parents of children with handicapping conditions were administered the Social Readjustment Rating Questionnaire. Mean values and ranks for life event items were compared with previously reported data. Overall ranking by the parent group was highly similar to other groups, but specific items of particular importance were weighted and ranked differently. Items associated with childbirth and child care were identified as high stress items as were financial items. Tables presenting study statistics are appended. (Author/DB)

EC 141 142

ED 213 194

EC 141 145

Dabney, Margaret G.

An Identification/Curriculum and Evaluation Model for Gifted Black Adolescents: Part I.
Pub Date—Feb 81

Note—25p.; Paper presented at The Council for Exceptional Children Conference on The Exceptional Black Child (New Orleans, LA, February 15-17, 1981, Session T-37).

Pub Type—Speeches/Meeting Papers (150) — Reports — Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Black Youth, *Disadvantaged Youth, *Gifted, High Schools, Poverty, *Program Descriptions, Program Evaluation, Secondary School Curriculum, Special Schools, *Talent Identification

Identifiers—*Secondary School Experiential Learning Community, Virginia (Richmond)

The paper describes the identification, curriculum, and evaluation components of the Secondary School Experiential Learning Community, a program which currently serves 83 gifted but economically disadvantaged students at the Richmond (Virginia) Community High School. Personal, social, and academic program components are noted. The identification process focuses on an identification matrix which combines measures of ability, achievement, creativity, motivation, leadership, and interview results. Program evaluation focuses on assessment of the school environment in light of the mission and goals of the school; and assessment of the responses of the student to the environment, primarily as reflected in individual growth profiles, and secondarily as reflected by group norms and profiles. (DB)

ED 213 195

EC 141 146

Hale, Sue T. West, Judy

The Implications of Linguistic Performance for Educational Placement of Entering First Graders.

Pub Date—Apr 81

Note—8p.; Paper presented at the Southern Speech Communication Association Conference (Austin, TX, April 7-10, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Dialects, *Disabilities, *Gifted, Grade 1, *Handicap Identification, *Language Proficiency, Primary Education, *Screening Tests, Student Placement, *Talent Identification

The paper reports a pilot study of 280 entering first grade students to try to identify potential handicaps, giftedness, or other special needs. During the preregistration program 8s were given measures of visual acuity, auditory acuity, and language functioning. Language test data allowed the identification of six profile types for further evaluation: speech/language impaired, learning disabled, mentally retarded, children with dialectal variations, intellectually gifted, and normal. (DB)

ED 213 196

EC 141 147

Shaw, Terry, Ed.

Teaching Handicapped Students Social Studies: A

Resource Handbook for K-12 Teachers.

National Education Association, Washington, D.C. Report No.—ISBN-0-8106-3180-6

Pub Date—81

Note—64p.; For related documents, see EC 141 174-177.

Available from—National Education Association, 1201 16th St., N.W., Washington, DC 20036 (Stock No. 3180-6-00, no price quoted).

Pub Type—Collected Works - General (020) — Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Curriculum Development, *Disabilities, Elementary Secondary Education, History, *Mainstreaming, Maps, Open Education, Self Concept, *Social Studies, Spatial Ability, Teacher Developed Materials, *Teaching Methods, Underachievement

Written by teachers, the manual contains nine chapters designed to help regular and special education teachers teach social studies to handicapped students in the mainstreamed setting. Chapters have the following titles and authors: "Social Studies in the Mainstreamed Classroom, K-6" (A. Ochoa, S. Shuster); "My Place in Space—Painting Maps on Classroom Floors" (L. Dunne, O. Knudsen); "Teaching Strategies for Middle-Level Handicapped Students" (L. Barnard); "Modifying Study

Guides, Practice and Tests for Students with Learning Difficulties at the Secondary Level" (A. Schlick, et al.); "Cooperative Teaching of Senior High Social Studies to Handicapped Students" (R. Lipelt, K. Meyers); "Improving the Handicapped Student's Self-Concept—Classroom Strategies" (G. Elowitz); "The Open Classroom Approach to Teaching Secondary Social Studies for All Students" (L. Biemer); "Notes on Teaching History to Socially, Intellectually, or Academically Handicapped High School Students" (G. Casteel); and "Teaching Social Studies to Low-Achieving Students in the Secondary School" (D. Wiseman, et al.). (DB)

ED 213 197

EC 141 148

Taking a Family Perspective: A Principal's Guide for Working with Families of Handicapped Children.

Central Inst. for the Deaf, St. Louis, Mo.; Institute for Educational Leadership, Washington, D.C.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, D.C.

Pub Date—81

Note—29p.

Available from—Family Impact Seminar, 1001 Connecticut Ave., Suite 310, Washington, D.C. 20036 (\$3.50 prepaid, \$3.50 plus postage and handling if not prepaid, 10% discount for more than 10).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrator Role, *Disabilities, Elementary Secondary Education, *Family School Relationship, *Policy Formation, *Principals, *School Policy, Special Education

Written for and by principals, the guide provides a framework for developing school policies which encourage partnership with the parents of handicapped children. The first two sections focus on the principal's role in family impact analysis and characteristics of families with handicapped children as they relate to the school. The next section gives principles of policy development (such as using a team approach and respecting confidentiality), and suggests a multiactivity project to identify policy needs through talking with parents and teachers, reviewing and analyzing existing written policies, and gathering information about the special education family population. Half of the guide consists of five checklists to use in developing school policy. These include a principal checklist (a list of general guidelines concerning the principal's role); school policy checklist (questions grouped in categories); teacher checklist (list of questions to ask teachers about their concerns and practices); family checklist (possible discussion questions for parents regarding their relationship with the school); and family data questionnaire (to obtain information on types of families in the special education program). (DB)

ED 213 198

EC 141 149

Wagner, Rudolph F. Duffy, Linda

Differentiating Characteristics of Human Figure Drawings among Normal and Exceptional Adolescents.

Pub Date—81

Note—9p.; Paper presented at the Southeastern Psychological Association Meeting (Atlanta, GA, 1981).

Available from—Rudolph F. Wagner, 2007 Pinecliff Dr., Valdosta, GA 31601.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adolescents, *Emotional Disturbances, Freehand Drawing, *Gifted, *Learning Disabilities, *Mental Retardation, *Psychological Characteristics, *Test Interpretation

Identifiers—*Draw A Person Test

The study compared the characteristics of human figures drawn by 103 normal, 101 learning disabled, 114 educable or trainable mentally retarded, 61 emotionally disturbed, and 67 gifted adolescents. Results showed that of the 22 scoring categories, characteristics unique to specific groups were obtained in six categories, while shared characteristics were obtained in ten categories. The unique scoring categories included the following: off center (gifted), use of cartoons (emotionally disturbed), bizarreness (emotionally disturbed), use of movement (retarded), and irrelevant ornamentations and extras (learning disabled). (DB)

ED 213 199

EC 141 150

Moely, Barbara E. And Others

Memory in Learning Disabled Children: Strategy Use, Self-Monitoring, and Metamemory.

Pub Date—Sep 81

Note—7p.; Paper presented at the Annual Meeting of the American Psychological Association (Los Angeles, CA, September, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Processes, Elementary Education, Interviews, Knowledge Level, *Learning Disabilities, *Memory, *Metacognition, Self Evaluation (Individuals)

The present study attempted to identify factors associated with memory deficits in 36 learning disabled and 36 normal children in grades 3 and 5. Ss were given free and serial recall tasks and interviewed about their understanding of memory processes. Deficits in the recall of the learning disabled children were found, as expected. Examination of interview responses and study behaviors during recall led to the proposal that learning disabled children, although they have knowledge of strategy use and task demands in free and serial recall equivalent to that of average readers, lack general awareness of memory and variables affecting memory, and are less likely to monitor their own state of knowledge by using appropriate self testing strategies during study. (Author/DB)

ED 213 200

EC 141 151

Mallory, Bruce L. Glascoe, David

Evaluating the Implementation of Rural Early Intervention Programs: A Proposed Methodology. Final Report.

George Peabody Coll. for Teachers, Nashville, Tenn.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date—30 Jun 79

Grant—G007803008

Note—30p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Community Control, Community Programs, Community Relations, *Developmental Disabilities, *Disabilities, *Intervention, Preschool Education, *Program Evaluation, *Rural Areas, Rural Education, School Community Relationship

The study evaluated two early intervention programs for rural preschool handicapped and developmentally delayed children to determine the degree of integration into the community and program-community interaction. Analysis of 6 months of observation in the two programs resulted in the following conclusions: (1) administration of early intervention programs is accomplished largely through the controlled distribution of special knowledge about the program to the staff, participating families, local political structures, and the general public; (2) the more centralized a program administration is, the less the program will be responsive to traditional or changing community needs, and the absorption of the program into the existing network of community services will be reduced; (3) federal early intervention policies will be adapted by local political structures to meet local needs for control over program operation and evaluation and for community support; (4) early intervention programs will not necessarily serve those children and families for whom the programs were intended; (5) regardless of intended goals, centrally funded/locally administered programs are conducted so that program design is determined by perceived program needs rather than perceived family needs; (6) the local allocation of early intervention resources is determined by political and economic factors in those communities eligible for the resources rather than by an assessed need for such services; and (7) there is no difference in degree of program-community integration between programs under public school sponsorship and those under private nonprofit sponsorship. (DB)

ED 213 201

EC 141 152

Hall, Gene And Others

An Exploratory Study of Implementation of Dean's Grant Projects in the Southeast.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Pub Date—Dec 78

Note—57p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.
 Descriptors—*Disabilities, Educational Change,
 *Faculty Development, *Federal Programs,
 Higher Education, *Mainstreaming, *Preservice
 Teacher Education, Program Implementation
 Identifiers—*Deans Grant Project, *United States
 (Southeast)

The study examined implementation of the Dean's Grant Projects which funded institutions of higher education to change their preservice teacher education programs and the capabilities of teacher education faculty to incorporate skills necessary for mainstreaming handicapped students. The Concerns-Based Adoption Model was used to investigate two key dimensions of the change process in educational settings—stages of concern about the innovation and levels of use of the innovation. Five research questions were formulated: what does each project director see as the project objectives and activities; what activities have faculty and administrators been involved in; what are the key issues facing Dean's Grant Projects individually and collectively; what are the present stages of concern of faculty and administrators in regard to the Dean's Grant Mainstreaming Project at each institution; and what are the present levels of use of the Dean's Grant Projects for the sample of eleven representative administrators and faculty at each institution? Data were collected via survey instruments and interviews. Among study results were the following: there was strong commitment on the part of the project director leadership; in general, the projects were doing what they were supposed to do; there had been a rich variety of activities within projects; it appeared that most of the project sponsored activities have dealt with awareness, orientation, and toolup, with much less emphasis on implementation; project leaders selected very modest minimum criteria for determining use vs. nonuse of a Dean's Grant Project; and it was not possible to document change with a one time snapshot of project activity. Appended are sample survey forms and interview questions. (SB)

ED 213 202 **EC 141 153**

Agard, Richard
Degraded Imagery/Art Technique for the Handicapped.

Pub Date—Jul 81
 Note—8p.
 Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
 Descriptors—*Art Activities, Creative Expression,
 *Disabilities, Photographs
 Identifiers—Degraded Imagery

Developed for handicapped artists, Degraded Imagery is a technique whereby images can be extracted and refined from a photograph or a collage of photographs. The advantage of this process is that it requires a lower degree of fine motor skills to produce a quality image from a photograph than it does to create a quality image on a blank piece of paper. The primary steps are: elimination of excess detail, control of resolution, addition of texture, and addition of color. A partial list of materials that can be used are salt, glue, makeup, water color, chalk, shellac, bath crystals, furniture polish, talcum powder, steel wool, and thermofax transparencies. (SB)

ED 213 203 **EC 141 154**

Miltenberger, Joan. And Others
Indiana Parent Training Program (IPTP): Year One Report, June 1, 1980-May 31, 1981.

Task Force on Education for the Handicapped, Inc., South Bend, Ind.
 Spons Agency—Office of Special Education (ED), Washington, D.C. Div. of Personnel Preparation.
 Pub Date—Aug 81
 Grant—G008001331
 Note—67p.

Pub Type—Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.
 Descriptors—*Civil Liberties, *Delivery Systems, *Disabilities, Elementary Secondary Education, *Information Dissemination, *Legislation, *Parent Education, Parent School Relationship, Parent Workshops, Resources, State Programs
 Identifiers—*Indiana Parent Training Project

The document contains a description and an evaluation of the activities conducted during the first year of the Indiana Parent Training Project (IPTP), a project to train parents in their rights and responsibilities as guaranteed by federal and state laws governing the education of handicapped children. The following public information efforts were

conducted: news releases and newspaper articles, newsletters, brochures, radio and television announcements, and presentations to parents and professionals. One to one assistance and training were implemented through information and strategies shared by telephone; information, written materials mailed to parents, professionals, and others; and individual assistance, called parent cases. Training sessions were held in the St. Joseph County area to provide parents with the opportunity to directly ask questions, receive materials on parents' rights and responsibilities, learn the local educational services available, and share information and concerns with other parents. Training sessions in St. Joseph County and other areas of the state were evaluated as beneficial by both parents and professionals. Through the use of handbooks, training units, and copies of federal and state regulations, the IPTP and Task Force staff attempted to expand parents' knowledge and skills for effectively working with school personnel. Three different evaluations were used for the 2 day regional parent resources (RPR) training. Among findings were that RPRs needed specific suggestions or strategies outlining how to make contacts with schools and agencies, and that the RPR conducted trainings attended by IPTP staff were, overall, very well organized. Followup training was conducted to discuss RPR activities, local issues, and federal special education policies. IPTP staff maintained contact with organizations at the local, state, and national level. Materials were disseminated to parents, professionals, and regional parent representatives during each level of project activity. (SB)

ED 213 204 **EC 141 155**

Bancroft, Norris R. Bendinelli, Leo
Listening Comprehension of Compressed, Accelerated and Normal Speech by the Visually Handicapped.

Pub Date—81
 Note—13p.; Paper presented at the Conference of the Rocky Mountain Psychological Association (1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
 Descriptors—College Students, Higher Education, *Listening Comprehension, *Speech Comprehension, *Visual Impairments

The study investigated the listening ability of 13 visually impaired college students. Ss were pretested on a listening skills test and then exposed to each of three modes of speech presentation (normal speech, accelerated speech, and compressed speech) in a counterbalance order. It was postulated that a differential effect in performance would result from the three speech presentation modes, with both the accelerated and compressed speech modes being superior in comparison with the normal mode. Results showed a consistent and significant trend toward better performance on the accelerated over the normal mode, and on the compressed over both the accelerated and normal modes. Findings suggested that human sensory and perceptual systems are capable of enhanced and accelerated information processing functions, and that the brain and nervous system may operate in a standard manner much of the time, but it is able to deal with incoming information in a more sophisticated and efficient way when necessary. (Author/SB)

ED 213 205 **EC 141 156**

Wooten, Ann M.
Selective Attention in the Learning Disabled Child.

Pub Date—[80]
 Note—20p.
 Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.
 Descriptors—*Attention, Cognitive Processes, Elementary Secondary Education, *Learning Disabilities, Literature Reviews, Mediation Theory, Performance Factors

Identifiers—*Selective Attention

The paper reviews literature relating to selective attention in the learning disabled child. Three processes related to the concept of selective attention (as proposed by D. Berlyne) are discussed: attention in learning, attention in remembering, and attention in performance. It is pointed out that verbal mediation, the use of verbal labels to indicate the relationship between the stimulus and the desired response, is a technique which has proven to be effective in enhancing both selective attention and memory in older students. The question of whether there is a

difference in the use of effective discrimination in good and poor readers is answered in part by citing research showing that children trained in selective attention exhibited marked progress in reading achievement. The developmental aspect of selective attention is also considered. A. Ross contends that learning disabled children develop selective attention more slowly than others and so are handicapped in learning. Among the strategies described for facilitating selective attention are task analysis, utilization of conditions to stimulate heightened attention, verbal rehearsal strategies, exaggeration of the differences between relevant and irrelevant stimuli, addition of a motor response commensurate with the stimulus, and the use of extrinsic reinforcements. (SB)

ED 213 206 **EC 141 157**

A Model for Placing Handicapped Students in Vocational Programs: Objectives, Policies, [and] Strategies.

Maine State Dept. of Educational and Cultural Services, Augusta. Bureau of Vocational Education; Region 8 Vocational Center, Rockland, ME.
 Pub Date—[80]

Note—33p.
 Pub Type—Guides - Non-Classroom (055) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Admission Criteria, Check Lists, Cooperative Planning, *Disabilities, *Educational Objectives, *Educational Policy, Handicap Identification, Mainstreaming, *Models, Program Administration, Program Development, Records (Forms), Referral, Secondary Education, Student Placement, *Vocational Education

The document outlines a model which illustrates the information needed, sequence of events, and areas that need to be addressed for the planning and placement of handicapped students in vocational programs. Objectives, policies, and strategies are listed for the following areas: cooperative planning to meet the needs of handicapped students in vocational education, admission policy for special education students into vocational programs, identification of handicapped students, developing a plan for serving handicapped students, referral of students, planning procedures for serving students in the least restrictive environment, and management of vocational education programming. Also provided are a sequence of events relating to vocational considerations for the handicapped student: vocational individual education plan, pupil evaluation referral and student characteristics, summary report forms, and a vocational skills check list. (SB)

ED 213 207 **EC 141 158**

Copeland, Anne P. And Others
The Private Speech of Learning Disabled Children.

Pub Date—Sep 81
 Note—17p.; Paper presented at the Annual Meeting of the American Psychological Association (Los Angeles, CA, September, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cognitive Development, Elementary Education, *Hyperactivity, Interaction, *Learning Disabilities, Play, *Speech Communication

Identifiers—*Private Speech

The study examined the relationship between cognitive performance and the use of private speech in 20 learning disabled children, aged 81 to 108 months. Half of the children were hyperactive. Each child was given a series of cognitive tasks and played alone in a room for 7 minutes. Videotapes of the free play were later transcribed and coded according to the type of private speech used. Use of private speech was reflective of the level of cognitive maturity of the children, with children who talked most in this sample being an intermediate level of skill in task performance. (Author)

ED 213 208 **EC 141 159**

Bonds, Charles W. Adams, John
How Gifted Children Feel About Educable Children in an Educational Setting.

Pub Date—Nov 80
 Note—11p.; Paper presented at the Georgia Educational Research Association (Statesboro, GA, November 13-14, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Elementary Education, *Gifted, *Mainstreaming, *Mild Mental Retardation, *Peer Acceptance, *Student Attitudes

A questionnaire was administered to 50 gifted children (9 to 12 years old) to determine how students feel about the mildly retarded in a classroom setting. Based on the responses to the 10 questions, there seemed to be a very high belief that mildly retarded children will be socially accepted by their peers. The gifted group did not view the mildly retarded as hampering their academic achievement. Also, the gifted group believed that the mildly retarded would learn more if placed in class with regular students. Gifted Ss were willing to use their spare time to tutor the retarded as well as share teacher time for individual instruction for the retarded. (SB)

ED 213 209 **EC 141 160**

Bonds, Charles W. Lindsey, John R.

The Principal in Special Education: The Teacher's Perspectives.

Pub Date—Nov 80

Note—10p. A Summary Paper presented at the Georgia Educational Research Association (Statesboro, GA, November 13-14, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Administrator Role, *Disabilities, Elementary Secondary Education, *Federal Legislation, *Principals, Role Perception, Teacher Administrator Relationship, *Teacher Attitudes

Identifiers—Education for All Handicapped Children Act

Using the results of 50 returned surveys, the study examined the beliefs of elementary and secondary school teachers concerning what they think the principal does in special education, with particular emphasis on the mandates of P.L. 94-142 (the Education for All Handicapped Children Act). Among findings were the following: nearly half stated that the principals offered suggestions for classroom arrangement, very few principals served on the advisory or placement committee, many social and civic organizations provided auxiliary services for special needs students, and the principals knew more about the law than they shared with teachers. A copy of the survey instrument is included. (SB)

ED 213 210 **EC 141 161**

Reynolds, Maynard C. Birch, Jack W.

Teaching Exceptional Children in All America's Schools. Revised Edition.

Council for Exceptional Children, Reston, Va. Report No.—ISBN-0-86586-122-6

Pub Date—82

Note—571p.

Available from—CEC Publication Sales, 1920 Association Dr., Reston, VA 22091 (Publication No. 234, \$19.95).

Pub Type—Books (010) — Guides - Classroom - Learner (051)

EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.

Descriptors—Delivery Systems, *Disabilities, *Educational Trends, Emotional Disturbances, Gifted, History, Language Handicaps, Learning Disabilities, Legislation, *Mainstreaming, Mental Retardation, Parent School Relationship, Parent Teacher Cooperation, Physical Disabilities, Psychoeducational Methods, *Special Education, Special Health Problems, Speech Handicaps, Student Evaluation, Textbooks

The introductory text focuses on special education in the mainstream with two major themes: (1) the central and joint responsibility of teacher, parent, and principal; and (2) the primary need to limit the occurrence and magnitude of educational problems in handicapped children. The book's approach includes emphasizing processes that blend special and regular education, highlighting the teamwork concept, relating assessment directly to program planning, using findings from research studies or operating programs to support significant points, contrasting prevailing versus preferred practices, noting educational and financial cost/benefit information, and maintaining an international perspective through comprehensive information on both Canada and the United States plus illustrative references from other countries. Individual chapters have the following titles: "Psychoeducational and Historical Foundations;" "Socio-Legal and Organizational Foundations;" "Assessment;" "Parent-Teacher Instructional Planning;" "Slowed Cognitive Development;" "Advanced Cognitive Development;" "Learning Disabilities;" "Emotional Disturbance;" "Physical and Health Impairments;" "Speech and Language Impairments;" "Hearing Impairments;" "Visual Impairments;" and "Severe/Profound Impairments." (DB)

ED 213 211 **EC 141 163**

Enell, Nancy C.

Paperwork in Special Education as Viewed by California Educators.

San Juan Unified School District, Carmichael, Calif. Spons Agency—California State Dept. of Education, Sacramento.

Pub Date—81

Grant—34-67447-80-3293-7100

Note—10p. Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 16, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Compliance (Legal), *Disabilities, Elementary Secondary Education, *Federal Legislation, Recordkeeping, Special Education, *State Legislation, *State Standards, State Surveys

Identifiers—*California

The statewide (California) study reviewed the federal and state requirements for special education paperwork. It analyzed paperwork used in 37 school districts to identify data items in compliance with or in excess of requirements. Interviews on special education paperwork with 120 special educators were summarized. Based upon the study, two viewpoints toward paperwork were identified: the legal and the educational planning. Educators with the legal viewpoint used paperwork as documentation against possible suits, while the educational planners used the paperwork to assist in the planning process. Teachers found the paperwork useful, but they did not like to complete the forms. (Author/DB)

ED 213 212 **EC 141 165**

Gerber, Michael M. Hall, Robert J.

Development of Orthographic Problem-Solving Strategies in Learning Disabled Children.

Virginia Univ., Charlottesville. Learning Disabilities Research Inst.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date—Apr 81

Contract—300-77-0495

Note—53p. Paper presented at the Annual Conference of the American Educational Research Association (Los Angeles, CA, April, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Cognitive Processes, *Developmental Stages, Elementary Education, Error Patterns, *Learning Disabilities, *Spelling

In a replication of an earlier study, the spellings produced by 47 learning disabled (LD) students (ages 7 to 11 years) were classified in terms of a hierarchy of spelling strategies presumed to result in conventional spelling. The developmental trends for the spelling strategies used by the LD Ss were compared to the trends previously observed for normally achieving children. Results were interpreted to show that, although the learning disabled Ss exhibited a pattern of development similar in sequence and rate of change to that of normally achieving peers, their development was significantly delayed and marked by qualitative differences in their ability to predict and evaluate their spelling product. The study replicated and extended earlier results with an analysis of errors produced by (1) a new sample of LD children, (2) a longitudinal sample, and (3) an extended set of orthographic features. The significance of these results are discussed in terms of problem solving deficiencies of LD children. (Author)

ED 213 213 **EC 141 166**

Kearns, Lola H., Ed. And Others

Readings: Developing Arts Programs for Handicapped Students.

Lancaster-Lebanon Intermediate Unit 13, Lancaster, Pa.; Pennsylvania State Dept. of Education, Harrisburg. Bureau of Curriculum Services; Pennsylvania State Dept. of Education, Harrisburg. Bureau of Special and Compensatory Education.

Pub Date—Jun 81

Note—132p.

Pub Type—Collected Works - General (020) — Opinion Papers (120) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Art Education, Blindness, Cognitive Development, Creative Development, *Dance, Deafness, *Disabilities, *Drama, Elementary Secondary Education, Emotional Disturbances, Individualized Education Programs, Learning Disabilities, Mild Mental Retardation, Movement Education, *Music, Pantomime, Physical Disabilities, Severe Mental Retardation, Theater Arts, *Visual Arts

The 23 papers were written by staff and consultants of the Arts in Special Education Project of Pennsylvania, a program to provide assistance to educators in the development of appropriate quality arts programming for handicapped students. After two overview papers, the papers are grouped by category—art, dance, drama, and music. Papers have the following titles and authors: "What Is An Arts Program?" (B. Roehner); "Handicapping Conditions and Their Effect on the Child's Ability to Create" (C. Kunkle-Miller); "Art in Special Education" (S. Lyons); "Art and the IEP" (S. Aach); "Visual Arts Experiences for Socially Maladjusted/Emotionally Disturbed Children" (B. Chernin); "Art and Group Dynamics in the Classroom" (R. Hays); "Art—Many Options for Creative Activity" (C. Battaglini, N. Wer); "Group Development and Socialization Through Movement" (E. Samuelson); "Developmental Movement as a Tool for Teaching the Handicapped" (B. Carpenter); "Cognitive Development and Movement" (L. Thierry); "Creative Dance/Movement-In Search of Goals" (J. Quinn); "Movement—Some Ideas for Getting Started" (S. Bridges); "Creative Dance/Movement in Special Education—A Case in Point" (E. Tropea); "Drama/Expressive Play in the Special Education Classroom" (E. Lilley); "Dramatics—Center Stage in the Education of the Deaf" (R. Nowell); "Theatre Movement for the Blind and Visually Impaired—Two Summer Sessions" (F. Feighner); "Mine in Education—A Developmental Process" (L. Kearns, et al.); "Music—An Integrative Approach to learning for the Severely and Profoundly Retarded" (P. Boone); "Music and the Child with Specific Learning Disabilities" (C. Briggs); "The Musical Characteristics of Mildly and Moderately Retarded Children" (K. Bruscia); "Music and the Physically Disabled Child" (G. Karr); "The Emotionally Disturbed Child and Music" (P. Simpkins); and "Opportunities for Growth—Music in the Education of Sensory Impaired Students" (M. Ditson). (DB)

ED 213 214 **EC 141 171**

Lindner, Rose, Ed.

Handbook for Special Education Teachers. Revised.

New York City Board of Education, Brooklyn, N.Y. Div. of Special Education.

Pub Date—Aug 81

Note—137p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Classroom Techniques, *Disabilities, Elementary Secondary Education, Individualized Education Programs, *Program Administration, *Special Education Teachers, Teacher Responsibility

Identifiers—*New York (New York)

The handbook outlines procedures and background information for special education teachers in New York City. An introductory section sets for the mission and goals of the Department of Special Education in New York City. Administration topics covered include relationships to supervisors, public health and safety, discharges and suspensions, and paraprofessionals. Topics addressed in a section on classroom management and instruction include reading and math skills, individualized education programs, parent communication, standardized testing, and behavior management. Appended material presents excerpts from new or revised regulations. (CL)

ED 213 215 **EC 141 172**

Ellis, Herbert G.

Diagnosis and Treatment: Contemporary Practices in Special Education.

Pub Date—81

Note—19p. Paper presented at The Council for Exceptional Children Conference on The Exceptional Black Child (New Orleans, LA, February 15-17, 1981).

Pub Type—Opinion Papers (120) — Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Delivery Systems, *Disabilities, *Educational Diagnosis, Educational Philosophy, Elementary Secondary Education, *Handicap Identification, *Interdisciplinary Approach, Models, State of the Art Reviews, Student Evaluation

The author reviews current practices in the educational diagnosis of exceptional children and proposes a model for more effective identification, screening, and evaluation of students with special needs. Problems and benefits of models in current use (multidisciplinary team approach, the training based model, and the psychometric approach) are delineated. The multidisciplinary approach is said to foster linear rather than collaborative services. The psychometric approach is seen to penalize for cultural and social differences and to defy principles of least restrictive environment and due process. The author suggests a change in philosophy to effectively implement the multidisciplinary team approach in a therapeutic school environment with defined roles for ancillary staff. (CL)

ED 213 216 EC 141 173

Linde, T. F. And Others

Catastrophic Impairment and Student Expectancy:

Multi-Media Experiences.

Pub Date—Aug 81

Note—10p; Paper presented at the Annual Convention of the American Psychological Association (Los Angeles, CA, August, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Audiovisual Aids, Aural Learning, *Cerebral Palsy, Disabilities, *Expectation, *Student Attitudes, Visual Learning

Three groups of college students were exposed to a 22 minute interview with a cerebral palsied person, in either an audio, video, or transcript format. An expectancy questionnaire covering such aspects as academic and vocational achievements, communication with the public, ability to handle put downs, and effectiveness of sexual expression was administered before and after exposure to the disabled person through one of the formats. Findings replicated an earlier study of M. Everhart's, which showed no single trend, but some items reflecting more sensitivity to video and others to transcript formats. (CL)

ED 213 217 EC 141 174

Price, Jane W. Ed.

Teaching Handicapped Students English: A Resource Handbook for K-12 Teachers.

National Education Association, Washington, D.C. Report No.—ISBN-0-8106-3176-8

Pub Date—81

Note—63p; For related documents, see EC 141 175-177 and EC 141 147.

Available from—National Education Association, 1201 16th St., N.W., Washington, DC 20036 (\$7.-50, Stock No. 3176-8-00).

Pub Type—Collected Works - General (020) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Content Area Reading, *Disabilities, Elementary Secondary Education, *English Instruction, Learning Disabilities, *Mainstreaming, Motivation, *Reading Instruction, Reading Skills, Self Esteem, Teaching Methods, *Writing (Composition)

One of five volumes devoted to teaching content subjects to the handicapped, the book addresses ways in which elementary and secondary regular class teachers have successfully worked with mainstreamed students in English. The following titles and authors are included: "Chris Learns to Read" (E. Roake); "Working Together" (B. Bodner-Johnson); "Strategies for Teaching the Nonreader" (B. Solis); "English in the Palm of Your Hand" (J. McKnight); "A Learning-Disabled Student in MY English Class" (C. Weiser); "Third Grade Reading-Family Style" (E. Roake); "Teaching New Vocabulary? Skip It!" (C. Ewoldt); "Self-Esteem as the Medium for Adaptive Learning and Relating Processes" (M. Philage-Tosic); "Five Techniques for Motivating Low-Achieving Students in Content Reading" (P. Gold); "The First Songs of Summer" (D. Steinberg, J. Traub); "A Baker's Dozen of Composition Strategies for Mildly Handicapped Chil-

dren" (W. Sawyer, J. Clement); "Structured Performance for the Behavior Disorder Student in the Secondary English Classroom" (J. Hartmann); "Use of Daily Journal Writing to Assess and Teach Written Expression to Handicapped Learners" (J. Johnson, M. Newman); "Mainstreaming in the Secondary School English Class" (M. Forster); "Teaching Reading Skills in the Home Economics Content Area" (L. Comerford); and "Mother Goose and Doctor Seuss in Secondary School: A Parenting Curriculum for High School English Classes" (B. Seiden). (CL)

ED 213 218 EC 141 175

Brockmann, Ellen M. Ed.

Teaching Handicapped Students Mathematics: A

Resource Handbook for K-12 Teachers.

National Education Association, Washington, D.C. Report No.—ISBN-0-8106-3177-6

Pub Date—81

Note—64p; For related documents, see EC 141 174-177 and EC 141 147.

Available from—National Education Association, 1201 16th St., N.W., Washington, DC 20036 (\$7.-50, Stock No. 3177-6-00).

Pub Type—Collected Works - General (020) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Basic Skills, Calculators, *Disabilities, Elementary Secondary Education, Learning Disabilities, *Mainstreaming, *Mathematics Instruction, Microcomputers, Money Management, Number Concepts, Problem Solving, *Teaching Methods, Time, Visual Impairments

One of five volumes intended to help teachers of mainstreamed handicapped students, the book presents twelve papers on teaching mathematics. Eight papers address instructional techniques for basic skills and problem solving: "Modalities—One Technique to Mainstream in Mathematics Instruction" (G. Rossi); "Computation Errors—Are We Treating A Symptom and Not the Cause?" (J. Webb, L. Webb); "An Individualized Approach for Low-Achieving Labelled and Nonlabelled Junior High Mathematics Students—A Longitudinal Report" (R. Uhl); "Nonmathematical Diagnostic Variables" (T. Denmark); "Mathematics Means Manipulatives—Teaching Number Concepts To Young Learning-Disabled Children" (M. Myers); "Teaching Mathematics to Visually Handicapped Students" (E. Binstock); "TIPS—Techniques in Planning for Handicapped Students in Regular Class Mathematics" (C. Thornton); and "Teaching Mathematics to LD Adolescents" (R. Riley, F. Reisman). Part Two contains four papers concerning mathematical tools for independent living: "Reverse Mainstreaming with Microcomputers in Mathematics" (B. Iossi); "The Student With Exceptional Education Needs and the Calculator" (K. Dietrich-Allen, H. Kepner, Jr.); "Banking Mathematics for the Classroom with EMH Pupils" (G. Rice); and "The Mechanics of Telling Time" (E. Gramuska). (CL)

ED 213 219 EC 141 176

Roice, G. Robert, Ed.

Teaching Handicapped Students Physical Education: A Resource Handbook for K-12 Teachers.

National Education Association, Washington, D.C. Report No.—ISBN-0-8106-3178-4

Pub Date—81

Note—46p; For related documents, see EC 141 174-177 and EC 141 147.

Available from—National Education Association, 1201 16th St., N.W., Washington, DC 20036 (\$7.-50, Stock No. 3178-4-00).

Pub Type—Collected Works - General (020) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adapted Physical Education, Deafness, *Disabilities, Elementary Secondary Education, Individualized Education Programs, Learning Disabilities, *Mainstreaming, *Motor Development, Perceptual Motor Learning, Physical Disabilities, *Physical Education, Psychomotor Skills, Teaching Methods, Visual Impairments

One of five volumes intended to help teachers of mainstreamed handicapped students, the book presents twelve papers on physical education instruction. The following titles and authors are included: "The Heartbreak of Kickball, Dodgeball, and Drop the Hankie—Elementary School Physical Education—The Bases for the Basics" (R. Benton); "Shared Victory (A Collection of Unusual World Records)" (R. Jones); "Fine Motor Development—Sometimes

Neglected?" (J. Verderber); "IEP's and Mastery Learning Applied to Psychomotor Activities" (J. Chambliss, et al.); "The Movement Mystic" (J. Ballinger); "Perceptual-Motor Activities for Children with Learning Disabilities" (R. Kraft); "Movement Exploration for the Learning Disabled, Mildly Retarded, and Visually Impaired" (S. Kotler); "Asthma and Physical Education" (W. Dennis); "Mainstreaming Visually Impaired Children in Vigorous Physical Education" (C. Buell); "Adapted Physical Education for the Deaf" (G. Lieberman); "Physical Activities for Individuals with Spinal Cord Injuries" (V. Hopkins); and "It Can Be Simple-Adapted Equipment for Physical Activity and Recreation for Special Populations" (R. Sotto). (CL)

ED 213 220 EC 141 177

Corrick, Marshall E., Jr., Ed.

Teaching Handicapped Students Science: A Resource Handbook for K-12 Teachers.

National Education Association, Washington, D.C. Report No.—ISBN-0-8106-3179-2

Pub Date—81

Note—88p; For related documents, see EC 141 174-176 and EC 141 147.

Available from—National Education Association, 1201 16th St., N.W., Washington, DC 20036 (\$7.-50, Stock No. 3179-2-00).

Pub Type—Collected Works - General (020) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Blindness, Deafness, Developmental Disabilities, *Disabilities, Elementary Secondary Education, Hearing Impairments, Instructional Materials, *Mainstreaming, Mental Retardation, Multisensory Learning, *Science Curriculum, *Science Instruction, Student Evaluation, *Teaching Methods, Visual Impairments

One of five volumes intended to help teachers of mainstreamed handicapped children, the book presents 19 papers on science instruction. Papers address the issues of goals; prerequisites; approaches (cooperative, multisensory, and concept analysis); materials; barriers; and evaluation. The following titles and authors are included: "Science for the Handicapped—Can We Justify It?" (A. Scheinker, C. Coble); "Strategies in Science Instruction for Students with Special Learning Disabilities (Prompted by Piaget's Formulations)" (N. Adibe); "Metric Measurement for Blind Students" (F. Franks); "Mainstreaming Handicapped Students into Science Classrooms" (R. Johnson, D. Johnson); "Cooperative Goal Structures and the Mainstreaming of Handicapped Students" (M. Corrick); "Creativity for the Mentally Handicapped" (D. Daus); "An Audio-Tactile Approach to Science Education for Visually Impaired Students" (R. Harris); "Chemistry Experiments for the Deaf Secondary Student—A Visual Approach" (R. Menchel); "The Man, the Child, and the Flower (Laboratory Science for the Handicapped Student—Teaching Mainstream Strategies)" (D. Hadary); "Concept Analysis—A Model for Teaching Basic Science Concepts to Intellectually Handicapped Students" (J. Cole, et al.); "The Visually Impaired High School Student Can See Her or His Progress in the Regular Science Classroom" (M. Ovnik); "Strategies for Stimulating Scientific Inquiry for All Students" (P. Welliver); "Multisensory Science Education—Meeting Special Challenges" (L. Malone, L. De Luchi); "Using Science to Strengthen Communication Skills of Hearing Impaired Students" (D. Orlich, K. Black); "Science for the Developmentally Disabled" (J. Trotta); "Science for Deaf Students—Curriculum Suggestions for Grouped and Mainstreamed Programs" (J. Stoltz, S. Smith); "Some Thoughts on Teaching Science to the Mentally Handicapped Secondary Student" (M. Mathias, R. Johnson); "Some Psychological Considerations in the Education of Blind Students" (E. Gough); and "Criterion-Referenced Testing and Prescriptive Instruction in the Science Classroom (H. Lang). (CL)

ED 213 221 EC 141 178

Luftig, Richard L. Gresson, Larry E.

Effects of Textual Dimensions on Discourse Recall by EMR Individuals.

Spones Agency—Miami Univ., Oxford, Ohio.

Pub Date—Aug 81

Note—34p; Paper presented at the Annual Convention of the American Psychological Association (Los Angeles, CA, August, 1981).

Pub Type—Speeches/Meeting Papers (150) — Re-

ports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adolescents, Age Differences, *Dimensional Preference, Elementary Education, Imagery, *Learning Processes, Listening Comprehension, *Mild Mental Retardation, Reading Comprehension, *Recall (Psychology), Stimuli
 The effects of making ratings of idea importance, saliency, or textual imagery on story recall was investigated with 180 students (second and sixth grade normal students and mildly mentally retarded adolescents). Ss in eighteen groups attempted to recall a story presented auditorially and in print either before rating on a textual variable (recall-rate) or after rating on a textual variable (rate-recall). Ss were asked to recount the story on a tape recorder, and recordings were analyzed for accuracy in differentially identifying levels of structural importance, idea saliency, and imagery of idea subunits. Ss were more accurate in identifying units low in structural importance than units of high importance. Grade differences were found in the ability to accurately rate the idea saliency of idea units. Findings suggested that mentally retarded students may not be able to selectively attend to the important ideas of a story while selectively nonattending to the salient but unimportant ideas. Mentally retarded students recalled less than both the second and sixth grade Ss but operated more closely to the second grade Ss (CL)

ED 213 222 **EC 141 179**
 McLaughlin, John A. Christensen, Margaret
 Interagency Training Project, August 31, 1981.
 Final Report.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Administrative and Education Services.

Spons Agency—Office of Special Education (ED), Washington, D.C.

Pub Date—81
 Grant—G00790093
 Note—270p.

Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors—*Agency Cooperation, Conflict Resolution, Cooperative Planning, *Coordination, *Disabilities, Elementary Secondary Education, Program Effectiveness, Services, *Simulation

The final report summarizes goals and accomplishments of a project which developed and field tested materials to facilitate interagency cooperation in serving exceptional persons. The project developed a manual (which is appended) designed to acquaint the reader with major research findings on interagency agreement; describe a model for interpersonal conflict management, the lack of which was found to be the most prevalent barrier to successful agreements; and identify resources for local efforts. A simulation game (also appended) was intended to acquaint participants with conflict management. Field testing of both the manual and the simulation game indicated areas of needed revision but revealed generally positive reactions. The appendixes, which constitute the bulk of the document, include in addition to the manual and the simulation activity, an executive summary of the project's first year and a field reader evaluation package. (CL)

ED 213 223 **EC 141 180**
 Proceedings from the Three Day Conference and Mini-Grant Program on Cross-Training for Teacher and Specialist Educators in Special Education, Occupational and Continuing Education, Vocational Rehabilitation and Guidance (Albany, New York, January 25-27, 1981).
 Capital Area School Development Association, Albany, NY.

Spons Agency—New York State Education Dept., Albany, Office of Occupational and Continuing Education; New York State Office of Vocational Rehabilitation, Albany.

Pub Date—81
 Grant—VEA-53-81-1446

Note—85p; For related document, see EC 141 181.
 Pub Type—Reports - Descriptive (141) - Collected Works - Proceedings (021)

EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Advocacy, *Conferences, *Disabilities, Elementary Secondary Education, *Federal Legislation, *Grants, *Inservice Teacher Education

Identifiers—New York

The report documents activities of a 3 day conference to promote cross training and dialogue among New York State teachers, specialist educators,

professors, state officials, and agency representatives involved in the education of handicapped children and adults. Summarized are presentations by Dr. Frank Bowe on issues of advocacy, the impact of the November 4th elections on special education programs, and useful strategies for advocates of the disabled; by Dr. Alan Abelson on the past, present, and future of special education with particular emphasis on the passage and implementation of P.L. 94-142 (the Education for All Handicapped Children Act); and by Dr. Wolf Wolfensburger on the limitations of the law. Twelve concurrent workshop sessions are briefly described which cover such topics as creative uses of computers with severely handicapped children, updating college faculty on the education of the handicapped, the role of parents in special education, sex education and the disabled, and continuing education for developmentally disabled adults. Also provided is a summary of papers presented by college and university faculty members. Appendixes, which make up over half the document, consist of a listing of conference participants by department/discipline, a table on the Capital Area School Association personnel preparation network/resource exchange, a roster of \$500 minigrant awards, a conference evaluation summary, and a summary of the outcomes of the minigrant program. (SB)

ED 213 224 **EC 141 181**
 Report on Selected Mini-Project Outcomes: Three Day Conference and Mini-Grant Program on Cross-Training for Teacher and Specialist Educators in Special Education, Occupational and Continuing Education, Vocational Rehabilitation [and] Guidance (Albany, New York, January 25-27, 1981).
 Capital Area School Development Association, Albany, NY.

Spons Agency—New York State Education Dept., Albany, Office of Occupational and Continuing Education; New York State Office of Vocational Rehabilitation, Albany.
 Pub Date—81

Note—92p; For related document, see EC 141 180.
 Pub Type—Reports - Descriptive (141) - Collected Works - Proceedings (021)

EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Counseling Services, Demonstration Programs, *Disabilities, *Grants, *Inservice Education, Inservice Teacher Education, Interdisciplinary Approach, Mainstreaming, Program Descriptions, Vocational Education Teachers, *Workshops

Identifiers—New York
 The document reports on six minigrant projects designed to promote cross training and dialogue among New York State professionals concerned with the education of handicapped individuals. Sections on each project contain a project abstract and/or project objectives, a description of project activities and a list of products developed during the project. The Vocational Education Administrator Training Materials Development project developed an inservice training module which uses simulation and role playing to orient vocational education administrators to the major issues in the delivery of services to disabled students. The Professional Fitness Among Special Needs Personnel—Burnout Prevention and Rehabilitation project led to the development of a preservice model to assist prospective educators who will be working with special needs students, to remain vibrant, enthusiastic, and proactive in their teaching. Two projects, titled "A Communication Model for Special Education and Counseling Programs" and "Interdisciplinary Collaboration at Cornell—Teacher Preparation in Home Economics and Agriculture," developed annotated bibliographies of materials and resources available for assisting college faculty in meeting their special education needs. Two additional projects, "Interdisciplinary Workshop—Educational and Health Professions" and "Mainstreaming—The Integration of Handicapped Individuals into Regular Education Settings," illustrated appropriate workshop formats to promote cross training of professionals involved in the education of individuals with handicapping conditions. (SB)

ED 213 225 **EC 141 182**
 Richmond, Glenn Lewallen, John
 Using Dual Trainers to Remediate Language Problems of the Retarded.

Pub Date—Aug 81

Note—43p; Paper presented at the Annual Convention of the American Psychological Association (Los Angeles, CA, August, 1981).

Pub Type—Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Behavior Change, *Cues, Language Acquisition, *Severe Mental Retardation, *Trainers, *Training Methods

A training program, using dual trainers, was used to reduce inappropriate verbalizations and increase appropriate verbal responses of three profoundly handicapped individuals. During training, one trainer asked questions and the other trainer gave verbal prompts. The method was evaluated with three experiments: Experiment I used dual trainers with three Ss with communication problems; Experiment II used dual trainers—one professional and one paraprofessional; and Experiment III compared a dual trainer condition with a single trainer condition. Results of all three experiments demonstrated the validity of the dual training condition. Justification for the use of dual trainers is presented along three dimensions: facilitation of training, control of problem behaviors, and teacher training. (Author)

ED 213 226 **EC 141 183**

Harley, Randall K. And Others
 Model Vision Project—Outreach Phase for Severely Handicapped Children and Youth with Visual Impairment. July 1, 1978 to September 30, 1981.
 Final Report.

George Peabody Coll. for Teachers, Nashville, Tenn.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, D.C.

Pub Date—Sep 81
 Grant—300-78-0177

Note—213p.

Pub Type—Reports - Descriptive (141) - Reports - Evaluative (142) - Tests/Questionnaires (160)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*Demonstration Programs, Elementary Education, *Inservice Education, Intervention, *Multiple Disabilities, Parent Education, Program Descriptions, Program Evaluation, Program Implementation, Severe Disabilities, *Visual Impairments, *Workshops

Identifiers—Model Vision Project

The document presents the final report of the Model Vision Project (MVP) Outreach Phase, funded to demonstrate appropriate educational, diagnostic, training, and other services to severely multihandicapped, visually impaired children. Roles of various staff are reviewed, and individuals serving as consultants are listed. Summarized are the goals and objectives of nine project components: dissemination, demonstration, participation, planning, coordination and cooperation, training, implementation, parent involvement, and evaluation. Four replication sites are focused on—Chattanooga, Sevierville, Knoxville, and Louisville. Noted among findings of the program evaluation were that descriptive data written by conference participants were usually very positive, all workshops showed significant knowledge gains, students generally made slow but steady progress, and parent involvement activities were more successful in the Louisville Replication Site and least successful in the Chattanooga Replication Site. Tables with statistical data are provided. Appendixes, which make up more than half the document, include an outline with descriptions of workshop modules, module evaluation forms, a self assessment questionnaire for administrators, a community resources survey form, MVP training topics outline, parent involvement/reaction form, self evaluation questionnaire for trainees, a pre-post test on orientation and mobility, an observational checklist of teacher competencies, sample handouts and evaluation forms for parents, a sample case study journal, an individualized education program rating sheet, and a sample community contact sheet in an illustrative case study. (SB)

78 Document Resumes

ED 213 227 EC 141 184

Millican, Jerri Kibler, Robert G.

PEEEEC [Project for Early Education of Exceptional Children] Outreach: Annual Report 1980-1981.

West Kentucky Educational Cooperative, Murray. Spans Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—81
Grant—G007700887

Note—450p.; For related documents, see EC 141 185-186. Some pages may not reproduce clearly due to faint print.

Pub Type—Reports - Descriptive (141) - Tests/Questionnaires (160)

EDRS Price - MF01/PC18 Plus Postage.

Descriptors—*Disabilities, *Outreach Programs, Preschool Education, Program Descriptions, Program Evaluation, Records (Forms)

Identifiers—Final Reports, Kentucky, *Project for Early Education Exceptional Children

The document consists of the final report of the PEEEC (Project for Early Education of Exceptional Children) Outreach program, a program to stimulate high quality programs for preschool handicapped children and families in Kentucky. Following a definition of terms are sections outlining goals, objectives, and activities of three program components—project development and administration, demonstration/dissemination, and training and technical assistance. The following section includes tables, narratives, and statistical data on the impact of the program in terms of awareness, product development/distribution, training, site simulation, and state involvement. Appendices, which make up the bulk of the document, include the following: sample forms and newsletters, a needs assessment instrument, a form for evaluation of training/technical assistance, sample report forms from various sites, a paper titled "Education and Related Services for Young Children with Special Needs in Rural America" by R. Kibler, a paper titled "Delivering Services to Handicapped Children in Rural Areas—Issues and Answers" by J. Tucker, a paper titled "Rural Early Intervention Services—Issues in Implementation and Evaluation" by B. Mallory, and sample workshop programs and evaluations. (SB)

ED 213 228 EC 141 185

Millican, Jerri, Comp.

Intake Services: Curriculum and Assessment. PEEEC [Project for Early Education of Exceptional Children].

West Kentucky Educational Cooperative, Murray. Spans Agency—Department of Education, Washington, D.C.

Pub Date—81
Grant—G008001939

Note—82p.; For related documents, see EC 141 184-186.

Pub Type—Guides - Non-Classroom (055) - Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Admission Criteria, *Curriculum, *Disabilities, Evaluation Methods, Preschool Education, Records (Forms), *Referral, *Student Evaluation

Identifiers—Kentucky, *Project for Early Education Exceptional Children

The document offers guidelines for an intake method used by the Kentucky Project for Early Education of Exceptional Children (PEEEEC) staff in the placement of a referred child for special education services. Intake procedures are outlined for the following steps: initial referral, initial contact with parent, referral screening recommendations meeting, release information, contacts, the ineligible child, screening/diagnosis/assessments, parent interview, parent admission and release conference report, admissions and release committee meeting, checklists, and agency contacts. Appended are sample PEEEC forms and a copy of the "Curriculum and Assessment" manual which includes descriptions of various assessment instruments, a description of the curriculum process, and lists of curriculum resources and materials. (SB)

ED 213 229 EC 141 186

Adams, Judy C.

Working with Parents: Individualizing Needs. PEEEC [Project for Early Education of Exceptional Children].

West Kentucky Educational Cooperative, Murray. Spans Agency—Department of Education, Washington, D.C.

Pub Date—[81]
Grant—G008001939

Note—89p.; For related documents, see EC 141 184-185.

Pub Type—Reports - Descriptive (141) - Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Delivery Systems, *Demonstration Programs, Models, *Multiple Disabilities, *Needs Assessment, Parent Education, *Parent Participation, Preschool Education, Program Descriptions, Records (Forms)

Identifiers—Kentucky, *Project for Early Education Exceptional Children

The manual highlights the components of the parent involvement of the Project for Early Education of Exceptional Children (PEEEEC), a demonstration project serving 3 to 8 year old children in Kentucky with multiple handicaps. Following an introduction on the philosophical/theoretical foundations of the PEEEC parent services model is a section on the five parent services model goals: the parent recognizes and understands the child's handicap, the parent meets the basic needs of the child and family, the parent demonstrates adjustment toward the child's handicap, the parent learns and carries out intervention techniques appropriate to the child's handicap and needs, and the parent acts as an advocate for handicapped children. Subsequent sections offer information on setting goals and objectives through a family needs inventory; rating procedures, activities/materials/resources; the parent services evaluation; the group/individual needs assessment profile; and other needs assessment resources. Appendices include 1979-80 parent services data, a copy of the family needs inventory, and a parent questionnaire. (SB)

ED 213 230 EC 141 187

Ray, Nancy K. And Others

The Endless Quest: The Autistic and Their Families.

New York State Commission on Quality of Care for the Mentally Disabled, Albany.

Pub Date—Aug 81
Note—95p.

Available from—NYS Commission on Quality of Care for the Mentally Disabled, 99 Washington Ave., Suite 730, Albany, NY 12210 (no price quoted).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Autism, *Delivery Systems, Etiology, Handicap Identification, Incidence, *Needs Assessment, Parents, Program Development, Residential Programs, *State Programs, Therapy

Identifiers—*New York

The report of the New York State Commission on Quality of Care for the Mentally Disabled looks at autism in five chapters concerned with characteristics of autism, parenting the autistic child, New York State's institutional care network for the autistic, perspectives of professionals on autism, and Commission recommendations. Among nine findings of the report are the following: the service delivery system is driven by the needs of larger and better organized groups of developmentally disabled advocates; there is no accepted theory of etiology, diagnosis, or treatment modality; parents must negotiate the maze of available services without guidance; services vary depending upon location; and there is a critical need for developing day programs for the autistic from preschool through adult age. Eight recommendations are made, only three of which would require new funding. Among the cost free recommendations are establishing the Office of Mental Retardation and Developmental Disabilities as the lead agency serving the autistic with primary responsibility and accountability for meeting their needs; to establish a State Autism Task Force as to identify, formally assess the needs of, and plan a course of service development for the autistic; and to involve parents in planning treatment and programing when possible. New funds would be required to conduct a survey to identify all service providers in the State serving and/or willing to serve the autistic; identify all individuals in the

state with autism; and expand services by 100 new community residential beds for autistic individuals. Appended are addresses of five autism advocacy agencies in New York and responses of various state agencies to the Commission's report. (DB)

ED 213 231 EC 141 188

Jeffrey, Gary H. And Others

Toys Help: A Guide to Choosing Toys for Handicapped Children.

Canadian Association of Toy Libraries, Toronto (Ontario).

Spans Agency—Hospital for Sick Children Foundation, Toronto (Ontario).

Report No.—ISBN-0-919051-03-0

Pub Date—81

Note—57p.; Unit 3, a large chart with toys's names, sources, and suitability codes for development of 10 skills, has been removed due to irreproducibility.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Children, *Disabilities, Instructional Materials, *Library Acquisition, *Toys
Identifiers—*Toy Lending Libraries

The portfolio contains five guides to aid in choosing toys and other resources on toys and toy lending for health care settings. The first guide is about why toys help, reasons, a model, and some ways toys can be used. The second guide covers criteria for choosing toys. The third, not included, is a chart of selected toys as they can be used to develop 10 specific skill areas. The organization, including cataloging and principles of circulating, of a toy library are examined in the fourth guide. The final guide is about special toys for the handicapped child and emphasizes the desirability of adapting normal toys for use by the handicapped child. (DB)

ED 213 232 EC 141 189

Bates, Percy, Ed.

Mainstreaming: Our Current Knowledge Base.

Minnesota Univ., Minneapolis. National Support Systems Project.

Spans Agency—Office of Special Education (ED), Washington, D.C.

Pub Date—81
Grant—G007902045

Note—191p.

Available from—National Support Systems Project, 350 Elliott Hall, 75 E. River Rd., University of Minnesota, Minneapolis, MN 55455 (\$3.50, quantity discount rates available).

Pub Type—Collected Works - General (020)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Accessibility (for Disabled), Attitude Change, Deinstitutionalization (of Disabled), *Disabilities, Elementary Secondary Education, *Federal Legislation, Foreign Countries, History, Legal Responsibility, *Mainstreaming, School Organization, Self Control, Social Environment, Special Education, Success

The nine author contributed chapters are intended to provide a basic introduction to the rationale and processes of mainstreaming handicapped children. The first paper, "The Whys and Hows of Mainstreaming" by T. Tice, provides a philosophical examination of the basic principles of P.L. 94-142, the Education for All Handicapped Children Act, and its counterparts in Canada and England. In the second chapter, "Mainstreaming and the Myth of Equality," K. Okun examines the historical exclusion of handicapped pupils from general education classes, the rise of special education, and issues that arise when equal educational opportunities are sought for all children. Next, C. Vergon and J. Ross consider "Educating Handicapped with Nonhandicapped Children—The Legal Foundation for the Least Restrictive Environment Concept" through a summary of the law's terms and provisions and the possibility of a national policy on education for handicapped persons. R. Jones, et al. examines the potential for modifying attitudes of school personnel toward mainstreaming and suggest directions for future research in the area of attitudes and attitude assessment in their paper entitled "Attitudes and Mainstreaming—Theoretical Perspectives." M. Trippie and L. Choksey in "Accessibility and Barrier-Free Design" stress architectural accessibility as a life span developmental need of the general population as well as the handicapped. "What We Know About Mainstreaming from Experience" by N. Zigmund and J. Sansone gives a description of different mainstream arrangements and the necessary conditions for success. R. Brui-

ninks and V. Bruininks look at institutionalized children and youth and the educational responsibility of their local school districts in a paper entitled "Deinstitutionalization—Implications for Special Education." The last two chapters stress practical aspects of mainstreaming. They are: "Organizing the School's Social Structure for Mainstreaming" by D. Johnson and R. Johnson and "Self Management in Classrooms—Implications for Mainstreaming" by G. Markel. (DB)

ED 213 233 EC 141 190

Myers, Richard K.

Competencies of First-Line Supervisors of Special Education.

Slippery Rock State Coll., Pa.
Pub Date—Jul 81

Note—12p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Competence, *Disabilities, Elementary Secondary Education, *Gifted, Higher Education, *Role Perception, *Special Education, *Supervisor Qualifications, Supervisors

Identifiers—Pennsylvania

The need to verify the competencies purported to be developed by individuals completing a program designed to prepare supervisors of special education led to surveying 29 Pennsylvania Directors of Special Education who were asked to rate successful first year supervisors of special education on 40 competencies. Results indicated the eight roles stressed in the preparation program were rated by the directors as present in successful first year supervisors of special education; directors agreed that the 40 competencies were demonstrable by the successful supervisors; and the roles and competencies rated highest reflect the view that the supervisor serves primarily as a resource consultant to teachers of exceptional children rather than as an administrator. The three competencies rated highest by the directors were monitoring implementation of individualized education programs, planning staff improvement, and serving as resource to staff. (Author/DB)

ED 213 234 EC 141 191

The Texas State Plan and Guidelines for the Education of the Gifted/Talented.

Texas Education Agency, Austin. Office of Gifted/Talented Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—81

Note—72p.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Community Involvement, Curriculum Development, Definitions, Educational Objectives, Elementary Secondary Education, *Gifted, Inservice Teacher Education, Parent Participation, *Program Development, Program Evaluation, Staff Development, State Programs, *State School District Relationship, *State Standards, *Talent, Talent Identification

Identifiers—*Texas

The document contains the Texas state plan for the education of the gifted/talented and principles and criteria for local school district program development. The state plan includes a section on background, a position statement, the state definition of gifted/talented students, and a statement of goal and objective. Responsibilities and activities of the Texas Education Agency, Regional Education Service Centers, and Local School Districts are delineated. The section on program guidelines has sections on planning, identification, program organization, curriculum, staff development, parental/community involvement, and evaluation. Each section is organized into a general discussion, a checklist of action steps, and principles with associated criteria to assure compliance. Appended is additional information on the identification process, suggested criteria for selection of students, principles of a differentiated curriculum for the gifted/talented, needs assessment for inservice in gifted/talented education, an inservice planning model and example, characteristics of teachers of the gifted/talented, and organizing a local association for the gifted/talented. Also included is a glossary of 15 terms such as psychomotor ability, differentiated curriculum, and student objectives. (DB)

ED 213 235

Bergman, Eugene

Arts Accessibility for the Deaf.

National Access Center, Washington, DC.

Spons Agency—National Endowment for the Arts, Washington, D.C.

Pub Date—Mar 81

Note—24p.

Available from—National Access Center, 1419 27th St., N.W., Washington, DC 20007.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Accessibility (for Disabled), *Art, *Cultural Activities, Dance, *Deafness, Museums, Music, Television, *Theater Arts

The booklet provides information and resources for cultural organizations and institutions interested in making the arts accessible to deaf citizens. Preliminary information includes a discussion of deafness in America and the deaf in the history of the arts and notes that the era of silent films was the golden age of cinema. Listed are 36 theaters of and for the deaf as well as 18 hearing theaters with accessibility for the deaf. Also considered are television shows with deaf characters, entertainment programs for the deaf, news programming, the deaf and educational television, closed captioning, and videodiscs. Brief sections discuss resources for deaf dance as well as music and the visual arts. Museums offering interpreted tours and/or special programs for the deaf are listed. The booklet's suggestions for improving arts accessibility include involving the staff in awareness training, developing a deaf audience, and designing programs which consider visual cueing, lighting, fire and emergency warning, acoustics, and hearing amplification. Sources of design information are noted. Finally, resources are given for locating deaf people in the community, locating deaf artists, and reaching deaf audiences. (DB)

ED 213 236 EC 141 193

Careers in Child Abuse & Neglect: Many Ways to Help.

Herner and Co., Arlington, Va.

Spons Agency—National Center on Child Abuse and Neglect (DHHS/OHDS), Washington, D.C.

Report No.—DHHS-OHDS-81-30303

Pub Date—Apr 81

Contract—HEW-105-78-1101

Note—24p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Career Awareness, *Careers, *Child Abuse, *Child Neglect

The booklet describes careers and requirements in various fields concerned with child abuse and neglect. Each full or half page section includes a description of the field's relation to child abuse and neglect, types of responsibilities involved, and personal/academic qualifications. The following fields are considered: social services, medicine, mental health, law, law enforcement, and education. Also stressed is the value of volunteering. Appended are an annotated bibliography of 28 items, a list of the user manual series developed by the National Council on Child Abuse and Neglect, a list of eight suggested fictional accounts of child abuse and neglect appropriate for children, a list of eight audiovisual materials, and a list of 40 professional organizations and associations. (DB)

ED 213 237

Horne, Vance M.

Virginia State Model. Final Report.

Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, D.C.

Pub Date—Sep 81

Note—43p.; Letters have been deleted from the Appendix.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Agency Cooperation, Coordination, Demonstration Programs, *Disabilities, Models, *Rehabilitation, *Special Education, *State Programs, *Vocational Education

Identifiers—*Virginia

The document describes the Virginia Interagency Linkage Model, a system of interagency agreements between vocational education, special education, and vocational rehabilitative services. Formal written agreements are developed between the agencies at both the state and local levels and coordinated by a linkage team with all included agencies represented.

EC 141 192

sented. Document sections are concerned with: local level implementation, requirements that vocational educators be included in developing the vocational component of a handicapped child's individualized education program, strong points of the model (such as smoother transfer of students into rehabilitation and vocational programs), unresolved problems and questions (such as determining evaluation criteria for the linkage agreements and activities), the role of the state team leader, the role of the local team leader, and future directions and developments. Among seven attachments are the outline of the model, and sample interagency service agreements between the Department of Education and other agencies. Appended are lists of persons on the Virginia model team at the state and several local levels, associated correspondence, a workshop agenda, and news releases. (DB)

ED 213 238

EC 141 195

Cadman, Lois A., Comp. And Others

PEECH [A Program for Early Education of Children with Handicaps] Outreach. Final Report, 1980-81.

Education Service Center Region 9, Wichita Falls, Tex.

Spons Agency—Office of Special Education (ED), Washington, D.C. Handicapped Children's Early Education Branch.

Report No.—CFDA-13.444B

Pub Date—81

Grant—G008001758

Note—47p.; Ten of 11 Technical Assistance Agreements with Head Start Centers have been deleted from Appendix C due to duplication of information.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Disabilities, Preschool Education, *Technical Assistance, Validated Programs

Identifiers—*PEECH Outreach Project

The final 1980-81 report of Project PEECH (Program for Early Education of Children with Handicaps) Outreach provided technical assistance to Texas sites replicating the PEECH model. The model emphasizes training teachers to train parents to continue the individualized educational program activities with their mild to severely handicapped children in the home environment. An outlined curriculum design of the four major goals and the planned objectives is presented. The four goals are: (1) to present the PEECH model to target agency participants, (2) to provide training and onsite consultative assistance to staff in a minimum of 10 replication sites, (3) to provide inservice training and ongoing consultative assistance to the demonstration sites within the area, and (4) to provide for dissemination of information and evaluation of the program. Appended are a Texas map showing the outreach sites, the PEECH model program observation scale, the texts of sample technical assistance agreements, a summary of PEECH Outreach training and testing results for the year, site visit reports, a listing of inservice training sessions, and pre-post evaluation data of target children in the program. (DB)

ED 213 239

EC 141 196

Margolis, Leonard And Others

The Special Education Core Curriculum Manual:

Intermediate Level. Reading, Mathematics,

Written Language, Study Skills.

Bergen County Region III, Closter, N.J. Council for Special Education.

Pub Date—81

Note—113p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Curriculum Guides, *Disabilities, Intermediate Grades, Learning Activities, Mathematics Education, *Reading Skills, Student Educational Objectives, *Study Skills, *Writing Skills

Identifiers—*Mathematics Skills

The curriculum manual provides objectives and suggested activities for intermediate grade handicapped children in the areas of reading, mathematics, written language, and study skills. Within each area objectives are correlated with one or more instructional activities. Objectives are provided for such skills as the following: vocabulary, context clues, literal comprehension, interpretive comprehension, number system, place value, addition and subtraction, fractions, measurement, graphs, geometry, syntax, mechanics of writing, spelling, editing, forms of letters, organizational study skills,

work habits, outlining, and using references. An appendix lists suggested materials in each of the four major subject areas and provides the names and addresses of each publisher. Also appended is a continuous progress report form which lists all the curriculum objectives with space to record the date introduced, the date partially achieved, and the date mastered. (DB)

ED 213 240

EC 141 197

Dow, Ian I. And Others
Manual for Teachers of Students with Learning Disabilities.

Ontario Dept. of Education, Toronto.

Report No.—ISBN-0-7743-6732-6

Pub Date—81

Note—507p.

Available from—Publications Centre, 880 Bay St., 5th Floor, Toronto, Ontario M7A 1N8 Canada (\$15.00).

Pub Type—Guides - Classroom - Teacher (052) — Reference Materials (130)

EDRS Price - MF02/PC21 Plus Postage.

Descriptors—Adolescents, Elementary Secondary Education, *Handicap Identification, Handwriting, *Learning Disabilities, *Mainstreaming, Mathematics, *Remedial Instruction, Remedial Reading, Spelling, *Teaching Methods

The manual is intended to provide regular teachers with the information, methods, and techniques needed to deal more effectively with a learning disabled child in the regular classroom. The introduction examines the general syndrome of learning disability (LD) with emphasis on two identification components: exclusion, in which all other handicapping conditions must be discounted as causes of the learning problem; and discrepancy, in which a child must exhibit discrepancies among abilities. Chapter 1 examines the process of identification, how LD affects various areas of development, the importance of early identification, and how teachers can develop their own diagnostic/assessment procedures. The second chapter presents several effective approaches to teaching, programing alternatives, and classroom management. Considered next are the unique problems presented by the LD adolescent including characteristics of the LD adolescent, effect of the problem on the child's overall development, and appropriate teaching strategies. The final chapter is devoted to an overview of remedial procedures specific to each of four subject areas—reading, spelling, handwriting, and mathematics. Appendices include materials in the following areas: guidelines for identifying the LD child, informal evaluation, developing perceptual motor skills, materials for teaching the adolescent student, tools for teaching reading, a listing of Grade 3 spelling words rearranged according to phonic elements and generalizations, tools for teaching handwriting, and tools for teaching mathematics. Also included are a list of tests, a list of materials (organized by grade level), and a glossary of terms in the field of learning disability. (DB)

ED 213 241

EC 141 198

Dow, Ian I. O'Reilly, Robert R.
Exceptional Pupils: A Review of the Literature — L'Enfance en Difficulté: Une Revue de la Documentation.

Ontario Dept. of Education, Toronto.

Report No.—ISBN-0-7743-6746-6 English; ISBN-0-7743-6747-4 French

Pub Date—81

Note—338p.

Available from—Publications Centre, 880 Bay St., 5th Floor, Toronto, Ontario M7A 1N8 Canada (\$5.00 each).

Language—English; French

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors—Classification, *Definitions, *Disabilities, *Educational Needs, Elementary Secondary Education, Etiology, Gifted, Handicap Identification, Hearing Impairments, *Incidence, Language Handicaps, *Learning Disabilities, Literature Reviews, Mental Retardation, Physical Disabilities, Speech Handicaps, Student Evaluation, Visual Impairments

Presented in both French and English, the document contains extracts from a review of the literature on students with learning disabilities (LD) and on French speaking exceptional students' programs and needs. The review of LD includes sections on approaches to definition and classification, incidence, and definitional components (intelligence, process, academic, discrepancy, neurological, and

exclusion). The conclusion notes differences between the neurological and educational approaches and problems with operationalizing definitions. The second part of the document reviews the literature on behavioral exceptionalities (emotional disturbance and social maladjustment); communication exceptionalities (hearing, learning disabilities, and speech/language disorders); intellectual exceptionalities (gifted/talented, mentally handicapped), physical exceptionalities (limited vision and orthopedic/other physical handicaps). The conclusion notes certain themes applicable to all types of exceptionality: (1) the importance of early identification; (2) the issue of mainstreaming; (3) the importance of regular teacher education including components on exceptional children; (4) the need for service delivery models to provide a wide range of services; and (5) the need for multidisciplinary responsibility for assessment, planning, and instruction. (DB)

ED 213 242

EC 141 200

Working Papers in Experimental Speech-Language Pathology and Audiology. Volume X.

City Univ. of New York, Flushing. Queens Coll. Dept. of Communication Arts and Sciences.

Pub Date—81

Note—157p.

Pub Type—Collected Works - General (020)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Age Differences, Comprehension, *Downs Syndrome, *Emotional Disturbances, Grammar, *Hearing Impairments, *Language Handicaps, Morphemes, Parent Child Relationship, Pragmatics, Semantics, *Therapy

The document contains papers of seven research studies conducted by graduate students at the Speech and Hearing Center of the Department of Communication Arts and Sciences at Queens College of the City University of New York. Papers have the following titles and authors: "Assessing Pragmatic Functioning in Language Disordered Children" (K. Majlinger, et al.); "The Roles of Comprehension and the Semantics of Verbs in Training an Adult to Produce a Grammatical Morpheme" (A. Ollendorf, S. Longtin); "Early Emergence of a Verbal Inflection-Semantic and Pragmatic Considerations" (G. Rand, et al.); "The Effect of Age on the Prediction of Hearing Levels from Acoustic Reflex Thresholds in Persons with High-Frequency Hearing Losses" (T. Feder, et al.); "A Case Study of a Down's Syndrome Child's Discourse Abilities" (S. Faine, S. Longtin); "Focusing on Mother-Child Interaction in Therapy with a Language Impaired Child" (E. Kriehn, E. Geller); and "A Pragmatic Touch to Teaching an Emotionally Disturbed Child Prosody" (C. Simkos, S. Wollner). (DB)

ED 213 243

EC 142 464

Kokaska, Charles J., Ed.

Selected Proceedings from the International Conference on the Career Development of Handicapped Individuals: Assessment. Volume 1 (3rd, Dallas, TX, November 19-21, 1981).

Council for Exceptional Children, Reston, VA. Div. on Career Development.

Pub Date—Nov 81

Note—143p.; For other volumes, see EC 142 465 and EC 142 466.

Pub Type—Collected Works - Proceedings (021) — Tests/Questionnaires (160)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Career Development, Career Guidance, *Disabilities, Emotional Disturbances, *Evaluation Methods, Inservice Education, Program Descriptions, Staff Development, *Student Evaluation, Vocational Aptitude, Vocational Education, Vocational Interests

Identifiers—*Vocational Evaluation

The document contains 10 papers on assessment in the career development of the handicapped, and is one of three volumes of selected papers presented at a November 1981, international conference on the career development of handicapped individuals. Part I contains four papers presented in a special session on assessment issues, and Part 2 contains six papers selected from other conference sessions on assessment. Papers have the following titles and authors: "Vocational Evaluation: An Evolutionary Trend in the Vocational Assessment of Handicapped Individuals" (J. Nadolsky); "The Vocational Assessment Process: The Vocational Education Perspective" (P. Sitlington); "Career and Vocational Assessment Personnel Development: A Special Education Perspective" (G. Clark); "Vocational Assessment and Personnel Development: A

Perspective of the National Association of Vocational Education Special Needs Personnel" (M. Peterson); "An Interest Inventory to Facilitate Student Participation in Career Decisions" (C. Bockhaut and D. Greene-Wilkinson); "Career/Vocational Assessment for the Behaviorally Impaired" (D. Fox); "Career Assessment/Development Project: A Comprehensive Approach to Career and Vocational Programming for the Handicapped Learner" (G. McGrath); "Developmental Career Assessment: A Model for Public Schools" (M. Peterson); "On the Level: Vocational Assessment of the Handicapped in Texas" (W. Quinones et al.); "Employment of a Behaviorally-Based Vocational Assessment Model with Exceptional Individuals" (D. Tesolowski and H. Rosenberg). (DB)

ED 213 244

EC 142 465

Kokaska, Charles J., Ed.

Selected Proceedings from the International Conference on Career Development of Handicapped Individuals: Program Implementation. Volume 2 (3rd, Dallas, TX, November 19-21, 1981).

Council for Exceptional Children, Reston, VA. Div. on Career Development.

Pub Date—Nov 81

Note—246p.; For other volumes, see EC 142 464 and EC 142 466.

Pub Type—Collected Works - Proceedings (021) — Reports - Descriptive (141)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Access to Education, Adult Education, Agency Cooperation, Art, *Career Development, Community Involvement, Curriculum, Daily Living Skills, Delivery Systems, *Disabilities, Elementary Secondary Education, Instructional Materials, Job Skills, Program Descriptions, *Program Implementation, Regional Programs, Rehabilitation, Resource Room Programs, Rural Education, Sheltered Workshops, Vocational Education, *Vocational Rehabilitation

The document contains 16 papers on program implementation in the career development of the handicapped, and is one of three volumes of selected papers presented at a November, 1981, international conference on the career development of handicapped individuals. Papers have the following titles and authors: "A Career Education Materials Development Process for Elementary Resource Rooms" (J. Baker); "How to Survive the Budget Cuts: Interagency Cooperation" (M. Barbieri and J. Luna); "A Systematic Approach to Comprehensive Community Based Education for the Handicapped" (A. Beason); "School Based Work Activity Center: A Transition from School to Sheltered Employment" (W. Begun et al.); "The Organizational Structure of Alternative Vocational Programming for the Handicapped in East Baton Rouge Parish Schools" (J. Brown et al.); "Career Education in the Arts for the Mentally and Developmentally Handicapped" (D. Clancy and P. Klugerman); "Implementing a Comprehensive Career and Vocational Education Program for Handicapped Students" (B. D'Alonzo et al.); "Curriculum and Continuum: The Two 'C's' Leading to Gainful Employment of the Handicapped" (B. Day); "Independent Living: The Concept, The Movement, and Program Models" (L. Frieden); "Project Interact: An Interagency Linkage System Between Education and Rehabilitation" (J. Gutterman and J. Todd); "Access to Vocational Education: Development and Use of a Planning System" (J. Hughes and E. Rice); "Slice of Life" by T. Makowski (a description of a sequential vocational development program for a secondary special education population); "Providing Regionalized Vocational Programming and Services to Handicapped Youth" (J. Mucci and R. Linari); "Saleable Skills Training Program" (M. Otto); "El Centro College Vocational Rehabilitation Program: A Non-Traditional Approach to Adult Career Education" (L. Skibell and J. Shoop); "Implementation of a Rural Model of Vocational Service Delivery for Handicapped Adolescents: A Developmental Process" (V. Werbel and I. Ross). (DB)

ED 213 245

EC 142 466

Kokaska, Charles J., Ed.

Selected Proceedings from the International Conference on the Career Development of Handicapped Individuals: Research. Volume 3 (3rd, Dallas, TX, November 19-21, 1981).

Council for Exceptional Children, Reston, VA. Div. on Career Development.

Pub Date—Nov 81

Note—114p.; For other volumes, see EC 142 464.

465

Pub Type—Collected Works - Proceedings (021)
EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Adolescents, Adults, *Career Development, *Disabilities, Emotional Disturbances, Institutionalized Persons, Learning Disabilities, Mainstreaming, Mental Retardation, Physical Disabilities, Research Projects, Self Concept, Social Adjustment, Teacher Attitudes, *Vocational Adjustment, Vocational Education Teachers, Work Attitudes

The document contains eight papers on research in career development of the handicapped, and is one of three volumes of selected papers presented at a November, 1981, international conference on the career development of handicapped individuals. Papers have the following titles and authors: "Research in the Area of Career Development for the Physically Handicapped" (E. Gobbel); "Rethinking Work and its Relationship to Adjustment and Self-Concept Among Retarded Males" (J. Heaney); "The Meaning and Value of Work: A Comparison of Handicapped and Non-Handicapped Adolescents" (S. Holub and R. Sherbenou); "Career Attitudes of the Learning Disabled Adolescent: Research Implications of Issues and Practices" (W. Kendall); "The Social and Vocational Adjustment of Learning Disabled/Behavior Disordered Adolescents After High School: A Pilot Study" (G. Meyers and J. Messerer); "Research Related to Vocational Teacher Attitudes Toward the Integration of Handicapped Students" (S. Minner); "Using the Life Centered Career Education Competencies for Institutionalized Adult Mentally Retarded Persons" (A. Mori); "Five Hypotheses About Career Development Initiatives and the Physically Disabled" (J. Palmer). (DB)

FL

ED 213 246

FL 012 123

Sims, William D. Hammond, Sandra B.

Award-Winning Foreign Language Programs: Prescriptions for Success.

American Council on the Teaching of Foreign Languages, Hastings-on-Hudson, N.Y.

Spons Agency—Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.

Pub Date—81

Grant—G007901700

Note—223p.

Pub Type—Reports - Descriptive (141) — Books (010)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrator Role, Community Resources, *Demonstration Programs, Elementary Secondary Education, Extracurricular Activities, Program Design, Public Relations, Relevance (Education), *Second Language Programs, Student Exchange Programs, Study Abroad, *Success

The study reviews 50 foreign language programs in the United States that are said to be both inspirational and useful for providing concrete information about the creation and preservation of successful language programs. The programs cited are exemplary and can serve as models for educators and administrators to study and visit. Program selection was based on the results of questionnaires and on-site visits. The following variables were among those used as guides to successful programs: overall enrollment in terms of the state average, rate of sequence completion (i.e., degree of attrition), scope of the program, and degree of proficiency as indicated by examination results. Each program profile presents background information and discussion and analysis of the features that make the program successful. The most outstanding general characteristics of success observed were: (1) articulated curriculum, (2) co- and extracurricular activities that integrate language study with school life, (3) high incidence of target language usage, (4) good administrative support, (5) effective use of community resources, (6) study and travel abroad options and exchange programs, (7) a strong public relations effect, and (8) a resolve to connect language study with the practical and concrete. (JK)

ED 213 247

FL 012 302

Faersch, Claus Kasper, Gabriele

Processes and Strategies in Foreign Language Learning and Communication.

Pub Date—80

Note—73p.

Journal Cit—Interlanguage Studies Bulletin Utrecht; v5 n1 p47-118 1980

Pub Type—Information Analyses (070) — Journal Articles (080)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Communicative Competence (Languages), *Interlanguage, Language Processing, *Learning Processes, Psycholinguistics, *Second Language Learning

The approach adopted can be characterized with respect to three types of problems in interlanguage studies: the choice of perspective, the relationship between learning and communication, and the ontological status of classes of interlanguage phenomena. This description of processes and strategies is based on the learner's viewpoint. Strategies are considered as a subclass of plans and are defined by means of two criteria: problem orientedness and consciousness. The criterion of problem orientedness implies that the learner is having a problem in reaching a particular learning or communicative goal. The criterion of consciousness implies that the learner is consciously aware of such a problem. Strategies are defined as potentially conscious plans for solving what presents itself as a problem in reaching a particular goal. Learners may attempt to solve problems in second language learning by means of psycholinguistic strategies (adopted if the problem is in hypothesis formation) or behavioral learning strategies (if the problem is in hypothesis testing or in increasing automatization). Communication strategies are used to solve problems in the planning or the realization of speech production. They may be subclassified into formal reduction, functional reduction, and achievement strategies. Pedagogical issues relating to learning/communication processes and strategies are discussed. (Author/JK)

ED 213 248

FL 012 384

Mlacak, Beth, Ed. Isabelle, Elaine, Ed.

So You Want Your Child to Learn French! A Handbook for Parents.

Canadian Parents for French, Ottawa (Ontario).

Pub Date—79

Note—150p.

Available from—Canadian Parents for French, Terminal P.O. Box 8470, Ottawa, Ontario, Canada K1G 3H6 (\$3.50 plus \$1.00 postage and handling).

Pub Type—Books (010) — Collected Works - General (020) — Guides - General (050)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Classroom Techniques, Educational Research, Elementary Education, *French, *Immersion Programs, *Parent Role, Preschool Education, Second Language Instruction, *Second Language Programs, Teaching Methods

Identifiers—Bilingual Programs, Canada

The articles collected here are intended to inform parents of all the theoretical and practical considerations involved in initiating and maintaining second language instruction, specifically in French, for the child. Topics covered include: (1) descriptions of types of second language programs; (2) teaching methods; (3) results of research on the effects of second language immersion; (4) social, psychological administrative, and pedagogical aspects of immersion; (5) alternatives to immersion (bilingual programs, core programs); (6) methods by which parents can obtain the kind of instruction they desire for their children; and (7) classroom techniques such as use of music and games. A bibliography of books, periodicals, comic books and records, and a directory of summer and other opportunities in Canada are appended. (JB)

ED 213 249

FL 012 568

Toward Education with a Global Perspective: A Report of the National Assembly on Foreign Language and International Studies (Racine, Wisconsin, October 30- November 1, 1980).

Association of American Colleges, Washington, D.C.

Pub Date—80

Note—19p; For related document, see FL 012 822.

Pub Type—Reports - General (140)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Role, Educational Needs, *Faculty Development, *Global Approach, Higher Education, Institutional Cooperation, *International Studies, *Second Language Instruction

The recommendations and conclusions of a conference on globalizing American higher education are summarized. In the area of international studies, the recommendations focus on curriculum development, faculty incentives, administrative structure, interinstitutional linkages, and evaluation. In the area of foreign languages, it is recommended that second language proficiency pervade the higher education community. To achieve that goal, emphasis is laid once again on faculty incentives and on contacts between academia and other levels of education, government, and the public. In general, the development of international awareness and foreign language competency is viewed as the outcome of an effort to introduce global principles into education as a whole, so that they are no longer something "extra." (JB)

ED 213 250

FL 012 737

Eriksen, Tove Anne

Pronunciation Lessons for Teachers of Classes of Adults of Mainly South East Asian Origin at Near-Beginning to Intermediate Levels of English as a Second Language.

Pub Date—Dec 80

Note—75p.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Education, Articulation (Speech), Asian Americans, *English (Second Language), *Indochinese, Listening Comprehension, *Phonemes, Postsecondary Education, *Pronunciation Instruction, Second Language Instruction, Spelling Instruction

The lessons are intended for teenage and adult students. Focus is on placement of the tongue, jaw, lips, any movements involved, and whether the sound is whispered (voiced) or spoken (voiceless). Consonants are taught in pairs so students realize the distinctions necessary to avoid misunderstandings. Lessons include (1) final consonants, (2) plural markers and third person singular, (3) distinctions between /l/ and /r/, (4) production of /n/, /s/, /sh/, /zh/, /tsh/, /dzh/, /l/, /v/, /w/, voiceless /th/, voiced /th/, /st/, /str/, and (5) vowel reviews. Exercises focus on listening exercises, spelling, and repetition. (JK)

ED 213 251

FL 012 781

Kramsch, Claire J.

Culture and Constructs: Communicating Attitudes and Values in the Foreign Language Classroom.

Pub Date—Nov 81

Note—26p; Paper presented at the Annual Meeting of the American Council on the Teaching of Foreign Languages (Denver, CO, November 23-26, 1981).

Pub Type—Guides - Non-Classroom (055) — Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Affective Behavior, Attitudes, Class Activities, Classroom Techniques, *Cross Cultural Training, *Cultural Awareness, *Second Language Instruction, Values

Cross-cultural communication cannot be achieved if students are only presented with cultural facts. Instruction must involve the affective and cognitive processes of the learner in interpreting these facts. Before students can understand the attitudes and values of a foreign culture, they must be aware of their own attitudes and values in interpreting foreign events. The paper discusses the design of classroom exercises and activities to clarify the attitudes and values underlying cultural facts. The bridges for understanding other cultures do not exist at the level of one's personal constructs of those events. The teacher's task is to make these constructs apparent and observable to students without putting them on the defensive or reinforcing stereotypes. One method for accomplishing this is through the use of a repertory grid which shows how different people from different cultures construe the same events differently. Classroom exercises for establishing a common ground of shared experiences aim at construing the experiences of another person together with one's own. (JK)

ED 213 252

FL 012 784

Galloway, Vicki

Foreign Language Teacher Certification: State of the Art.

Pub Date—[82]

Note—63p; A shorter version of this paper appeared in the March 1982 ERIC/CLL News Bulletin. Some broken type.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Competency Based Teacher Education, *Language Teachers, Postsecondary Education, Second Language Instruction, *Teacher Certification, Teacher Effectiveness

This paper deals with three components of the quality control process in teacher preparation: certification, competence, and assessment. Each component is described in terms of its types and uses; then they are discussed as conglomerates to describe various systems in operation. This is done by a review of procedures in selected states and a summary statement on the advantages and disadvantages of the various processes. Two of the difficulties cited are the problem of assessing intangibles such as affective factors and those which make a good teacher-student relationship, and the need for more clarification on competency-based teacher training programs and consequent assessment. The third section of the paper deals with certification, competence and assessment in terms of future training and assessment. Here, the competencies identified are professional identity, cultural and international awareness, consumer research orientation, and curricular diversity. The paper concludes with several recommendations to the profession in regard to competency, and suggestions about certifying native speakers of uncommonly taught languages so that these languages may become part of the U.S. secondary school curriculum. (AMH)

ED 213 253

FL 012 787

Mayberry, Rachel. And Others

Sentence Repetition in American Sign Language.

Pub Date—Jul 81

Note—22p; Paper presented at the International Symposium on Sign Language Research (2nd, Bristol, England, July 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adults, Comprehension, Educational Environment, Experience, Individual Differences, Language Acquisition, *Language Fluency, Language Research, Second Language Learning, *Sign Language

Identifiers—*American Sign Language, *Repetition (Language)

Interest is focused on the relationship between how old a person is when he or she first begins to learn a language and the fluency with which he or she can produce and understand that language in adulthood. The goal is to describe and measure the relationship between early experience and environment in language learning. In particular, the attempt is to better understand how sign language is learned in childhood and adulthood for both research and educational purposes. The discussion includes means and methods for distinguishing among special patterns of language learning: signed or spoken, first or second, typical, delayed, or disordered. Experiments designed to examine the relationship between the age at which people first learn to sign and their ability to repeat sentences in American Sign Language (ASL) were carried out. The results demonstrate that signers' ability to repeat ASL sentences depends, in part, upon the length of time they have used sign language and thus helps explain the great variation in production and comprehension skills among adult signers. (Author/JK)

ED 213 254

FL 012 788

Underhill, Nic

Instant Reality—The Use (and Misuse) of Photographic Slides in the Classroom.

Pub Date—Dec 81

Note—12p; Paper presented at the International Conference of the International Association of Teachers of English as a Foreign Language (16th, London, December 18-21, 1981).

Pub Type—Speeches/Meeting Papers (150) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Techniques, *English (Second Language), *Pictorial Stimuli, *Second Language Instruction, *Slides, Visual Aids

The paper suggests ways in which the teacher of

English as a second language may use slides to stimulate students by teaching through, and not just about, the slides. Slides are useful when used as a tool to uncover the students' creative and imaginative faculties, which may fail to be discovered through conventional language teaching. The use of slides in the classroom is compared to the use of other visual aids such as filmstrips, film, and photographic prints. The authentic model presented through slides provides the student with information about those individuals who use the language and serves to raise their levels of interest and motivation. Visual aids typically have greater impact and leave a more powerful impression on the audience. With the use of visual aids, it must be remembered: (1) not to overdo their use, (2) to know exactly what one intends to do before one starts, (3) to remain alert to changes and reactions that will occur, and (4) to have the equipment ready to use before starting and to have a practice runthrough. (JK)

ED 213 255

FL 012 789

Hull, Glynda A. Smith, William L.

Examining the Function of Visual Feedback in Text Production.

Pub Date—Dec 81

Note—26p; Paper presented at the Annual Meeting of the American Association for Applied Linguistics (4th, New York, NY, December 27-30, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Connected Discourse, *Feedback, Visual Stimuli, Writing (Composition), *Writing Processes, Writing Research, Young Adults

Composing is controlled by information feedback from prior behavior which serves to influence future behavior. This model posits movement toward a desired end product through a continual interchange of writing and examining and evaluating what has been written against internal standards. A study was conducted to determine the extent to which interrupting feedback (by taking away visual access to what has been written) affects the writing of experienced, good writers and inexperienced, poorer writers. Writing was reviewed on both the sentence level and in terms of overall quality. Two groups of nine students were asked to write two essays, one with standard ink and the other with invisible ink. Results indicate that when writing under conditions of interrupted feedback, the subjects produced essays which differed from those produced under normal circumstances. Feedback disruption interfered only with one level of processing: discourse production. No apparent difficulty was experienced in producing well-formed, relatively error-free sentences with feedback either present or absent. This suggests that both inexperienced and experienced writers have internalized a writing style which can be produced automatically in a timed writing situation in response to a given topic. (JK)

ED 213 256

FL 012 790

Dry, D. P. L.

Formalism and Realism in a Teaching Programme.

Pub Date—20 Dec 81

Note—7p; Paper presented at the International Conference of the International Association of Teachers of English as a Foreign Language (16th, London, December 18-21, 1981).

Pub Type—Speeches/Meeting Papers (150) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Objectives, *English (Second Language), *Second Language Instruction, *Teaching Methods

This paper presents arguments in favor of and against formalistic and realistic approaches in teaching/learning English in an English-speaking country. Within the formalism approach, the purpose of language teaching is to inculcate an intuitive grasp of the system of the target language. The ability to manipulate language rules is of prime consideration, with the ability to use language appropriately of secondary concern. Realism refers to an approach where the ability to use language in natural situations is the prime concern. A command of language forms is of interest only as it contributes to the ability to operate effectively in real-life language situations. It is suggested that language programs combine formalism (since linguistic forms must be learned through practice) and realism (since language is an activity related to human interaction and the exchange of information). (Author/JK)

ED 213 257

FL 012 791

Cipolla, William F.

To Speak or Not to Speak: Promoting the Dartmouth Model at a Small Private College.

Pub Date—Dec 81

Note—7p; Paper presented at the Annual Convention of the Modern Language Association of America (96th, New York, NY, December 27-30, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Second Language Programs, French, Higher Education, Instructional Innovation, *Intensive Language Courses, Student Motivation, Teacher Improvement, Teaching Methods

Identifiers—*Dartmouth Russian Method, *Western Maryland College

The paper reviews the selection and use of the Dartmouth Intensive Language Model at Western Maryland College. The purpose was to produce a student who could read, understand, speak, and write French easily enough to make a foreign language major attractive and less formidable. The program proposed a three-semester sequence of intensive French courses to replace the traditional four-semester sequence of elementary and intermediate French. Student responses to the courses revealed favorable evaluations of the format. The course also guided apprentice teachers in the improvement of language skills. This improvement was due also to a presemester teacher workshop where pedagogical techniques were explored. (JK)

ED 213 258

FL 012 792

Atinasi, John J. Minoves-Myers, Irma

Foreign Language at Home: Using Non-English Resources in Bilingual Education.

Pub Date—Dec 81

Note—10p; Paper presented at the Annual Convention of the Modern Language Association of America (96th, New York, NY, December 27-30, 1981).

Pub Type—Speeches/Meeting Papers (150) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Bilingual Education, Class Activities, *Cultural Education, Elementary Secondary Education, *Family Environment, *Hispanic Americans, *Native Language Instruction, Non English Speaking, Role Playing, Spanish, *Spanish Speaking, Teaching Methods

Nontraditional Hispanic students, though often pedagogically problematic in other ways, possess language resources that should not be overlooked and that ought to provide a model for other language learners. The paper illustrates: (1) the resources needed for foreign language capacity that exist in non-English-speaking sectors of U.S. society; (2) how the nondevelopment of these resources has counterproductive consequences for minority children, foreign language instruction, and national educational needs; (3) what progress and promise bilingual education offers to remedy the situation and bring about more positive educational outcomes; and (4) some practical steps teachers might take in utilizing the language resources around them. The adoption of language resources in the home and community involves both language skills and culture. Learning culture gives content to language lessons and provides insight into the lives of non-English speakers that is so essential to attitudinal change. For younger students, use of make-believe or role playing and show-and-tell in Spanish aids vocabulary and syntax building and the development of oral fluency. For older students, these activities can be modified to help the student focus on lexicon, phrasing, intonation, expressions, and career experiences or plans. (Author/JK)

ED 213 259

FL 012 793

Robertson, Daniel L.

Evaluation of 1981 Nihon University Overseas

Summer Training Program: Final Report.

Pub Date—22 Sep 81

Note—50p; Prepared in the Program of Overseas University Collaboration, University of Illinois, Urbana-Champaign.

Language—English; Japanese

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Cross Cultural Training, *English (Second Language), *Foreign Students, Higher Education, *International Educational Exchange, Japanese, North American Culture, *Student Exchange Programs, Summer Programs

The program described here was a special short-term academic program at the University of Illinois for third-year students in the College of International Relations at Nihon University. Its objectives were to provide the students with effective training in English and an introduction to American history and culture which would be relevant to their university studies. The English classes in the 24-day program were held for four hours each day, with the students divided into five levels according to their proficiency test scores. The evaluation of the program focused on questions which addressed the following issues: (1) needs and expectations, (2) degree of achievement and language learning motivation, (3) level of language proficiency, (4) significant gains in English proficiency, (5) other knowledge and skills, (6) which of the participants' needs and expectations were being met, (7) differences in participants' attitudes, (8) adequacy of the program staff, (9) appropriateness of time frame, and (10) benefits to the participating institutions. The final section of the report presents conclusions and recommendations, and appendices which include evaluation instruments in English and Japanese. (AMH)

ED 213 260 FL 012 794

Malinowski, Arlene
Judeo-Spanish Language Maintenance Efforts in the United States.

Pub Date—Dec 81

Note—31p.; Paper presented at the Annual Meeting of the Linguistic Society of America (56th, New York, NY, December 27-30, 1981).

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Cultural Background, *Ethnic Groups, *Immigrants, *Judaism, Land Settlement, *Language Maintenance, Mass Media, Spanish

Identifiers—Language Shift, *Sephardic Jews, *Spanish (Judeo)

The aim of the paper is to ascertain the size and cultural vitality of the Sephardic component of the 50 Sephardic congregations and communities in the United States. Particular attention is focused on the extent to which Judeo-Spanish, the language of the Sephardim, continues to play a role within the group. The history of Sephardic expulsion and resettlement is traced. The maintenance and shift of Judeo-Spanish as reflected in four domains is explored. These domains are the periodical press, radio and TV broadcasting, religious services, and ethnic community schools. Data were collected from Sephardic synagogues, community organizations, and educational institutions throughout the country. Although language shift has reached an advanced stage in Sephardic communities throughout the United States, there are signs of a revived interest in the Sephardic heritage and culture. Despite this interest, no evidence of any well-conceived and well-organized community-wide programs of language maintenance was found. (JK)

ED 213 261 FL 012 795

Lane, Sylvia
"But It's English, Isn't It?" Teaching English as a Second Language and/or Developmental English—Same Methods?

Pub Date—80

Note—23p.; Paper presented at the Annual Conference of the New York State English to Speakers of Other Languages and Bilingual Educators Association (10th, New York, NY, October 24-26, 1980). Some broken type.

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cross Cultural Training, Cultural Awareness, *English (Second Language), *English Instruction, *Foreign Students, Higher Education, Native Language Instruction, Preservice Teacher Education, Remedial Instruction, *Second Language Instruction, Student Needs, Teacher Effectiveness, Teaching Methods

Foreign students in American universities need to attain proficiency in English as a Second Language (ESL) as well as knowledge of American culture and economic life in order to pursue further training in other fields of study. An examination of the needs of foreign students who are deficient in English language skills indicates that a developmental English class designed to remedy deficiencies among native English-speaking students will not meet the needs of the foreign student. This would seem to be the

case because of divergence in intuitive, semantic, and cultural knowledge between the ESL student and the native speaker. The answer to the question of how ESL students are to be taught may lie in the nature of the teacher training program. The prospective teacher should have taken courses in methodology with broad bases in linguistics, education, and English, as well as in culture. Equally important is a feeling for and love of language which the teacher must transmit to students. (AMH)

ED 213 262 FL 012 796

Ervin, Gerald L.
Successful Foreign Language Programs: Strike Up the Band before They Drum Us Out of Town.

Pub Date—24 Oct 81

Note—9p.; Paper presented at the Meeting of the Wisconsin Association of Foreign Language Teachers (October 24, 1981).

Pub Type—Opinion Papers (120) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Music Education, *Program Improvement, Second Language Learning, *Second Language Programs

There are many analogies between the teaching of music and the teaching of foreign languages. First, the subjects themselves are similar: both are associated with culture, both involve a notational system, both represent a means of communication, and so on. The learning processes associated with music and language are similar, as well. Both are characterized by high degree of transfer of training, the need for a long study period before mastery is achieved, and the need for continuous utilization to avoid attrition. Teaching language is much like teaching music: the teacher must have a practitioner's level of skill, there is a body of great art to be drawn upon for teaching material, and differences between languages in terms of ease and marketability are analogous to differences between musical instruments. The language teacher would do well to follow the example of the music teacher, since the latter has learned the lessons of publicity, early initial instruction, dealing with limited resources, and professional cooperation. (JB)

ED 213 263 FL 012 797

Ingram, David
The Emerging Phonological System of an Italian-English Bilingual Child.

Pub Date—Nov 81

Note—23p.; Paper presented at the Annual Meeting of the Linguistic Society of America (56th, New York, NY, December 27-30, 1981). Broken type.

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Articulation (Speech), *Bilingualism, Child Language, English, Italian, *Language Acquisition, Language Research, Learning Processes, *Phonology, Psycholinguistics, Syllables, Young Children

Identifiers—Segmentals (Phonology)

Current opinion regarding the nature of the young child's representation of two or more languages is that there is one system during the earliest stages of development. This paper explores theoretical and methodological difficulties underlying this issue. Theoretically, it is questioned what is being claimed about the child's cognitive capacities for language when one versus two systems is discussed. Methodologically, there is the problem that the young bilingual will be limited to a basic phonetic inventory which makes the child appear to have one system. The study pursues the issue of one system versus two by analyzing the acquisition of Italian and English by a young girl L, age 2;0. Results show that L's segmental inventories, but not syllables, were very similar for the languages. In Italian, L used a majority of multisyllabic open syllables, as do some children learning English as a first language. This pattern did not carry over to L's English, which was mostly monosyllabic with closed syllables. These results suggest that L was using separate systems in her phonological development. One needs to be cautious about proposing strategies for phonological development independent of the adult language being learned. L appeared to use opposing strategies for English and Italian. (JK)

ED 213 264 FL 012 801

Gaies, Stephen J.
Native Speaker-Nonnative Speaker Interaction among Academic Peers.

Pub Date—Dec 81

Note—17p.; Paper presented at the Annual Meeting of the Linguistic Society of America (56th, New York, NY, December 27-30, 1981).

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Discourse Analysis, Language Research, *Native Speakers, Non English Speaking, *Peer Relationship, Sociolinguistics, *Speech Communication, *Speech Habits, Young Adults

Identifiers—*Nonnative Speakers

The study investigates whether input and interaction features which previous research has identified as characteristic of native speaker (NS) - nonnative speaker (NNS) speech (features which occur more frequently in NS-NNS speech than in speech between NNSs) will occur with equal frequency in NS-NNS speech settings in which the NNSs have considerable proficiency and enjoy peer status with the NS participants. Sixteen undergraduate students participated and were taped in NS-NNS dyads. The variables reported on are (1) present-nonpresent temporal marking of verbs, (2) ratio of topic-continuing to topic-nominating moves, (3) percentage of topic-nominating moves in question form, and (4) percentage of question types used in topic-nominations. The results confirm earlier claims of discourse features characteristic of NS-NNS interaction. These features, which reflect NS strategies designed to avoid conversational trouble, include the relatively great use of present-tense-oriented topics, of questions as a device for making topics salient, and of topics typically treated more briefly. Results also indicate that the frequency of discourse modifications by NNSs in conversation with NNSs is variable and attributable to both the proficiency of the NNS participant and the shared knowledge that the subjects bring to the conversation. (Author/JK)

ED 213 265 FL 012 802

Collet, R. J.
Whose Reality? Mismatch of Perceptions of ESL Pupils and Teachers in Britain.

Pub Date—Dec 81

Note—9p.; Paper presented at the International Conference of the International Association of Teachers of English as a Foreign Language (16th, London, December 18-21, 1981).

Pub Type—Opinion Papers (120) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Black Students, *Cultural Awareness, Curriculum Design, Elementary Education, *English (Second Language), Foreign Countries, Minority Groups, Multicultural Education, Preschool Education, *Racial Bias, Teacher Education

Identifiers—United Kingdom, *West Indians

The role of the specialist in English as a Second Language (ESL) in sensitizing colleagues, administrators and politicians to the mismatch of perceptions in the classroom and in helping establish and consolidate links with the minority communities is discussed. Seven factors said to contribute to the underachievement of children of Caribbean origin in Great Britain are reviewed in order to point out the mismatch. These factors are: (1) racism in schools, (2) racism in society, (3) inappropriate curriculum and examination syllabi, (4) inadequate preschool provision, (5) linguistic difficulties, (6) teachers' low expectations of West Indian pupils, and (7) loss of trust and understanding between teachers and West Indian parents. A welcoming acceptance of cultural diversity and a spirit of tolerant pluralism should underlie discussions between parents and teachers. The ESL teacher must be prepared to be a "change agent" within the school, mediating between the perceptions and aspiration of the child and the generally low expectations of colleagues, being available to explain the strengths and weaknesses of having a bicultural background and being able to inform on the deficit hypothesis and lead towards the repertoire approach to language. Discussion includes the role of the ESL teacher and ESL materials and the training of teachers (initial, induction, and inservice). (Author/JK)

ED 213 266 FL 012 809
Reich, William P. Comp. Gage, Jennifer C. Comp.
Guide to Materials for English as a Second Language. Resources in Bilingual Education.

InterAmerica Research Associates, Rosslyn, Va.; National Clearinghouse for Bilingual Education, Arlington, Va.

Spons Agency—National Inst. of Education (ED), Washington, D.C.; Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.

Report No.—ISBN-0-89763-060-2

Pub Date—81

Contract—400-80-0040

Note—231p.

Available from—National Clearinghouse for Bilingual Education, 1300 Wilson Boulevard, Suite B2-11, Arlington, VA 22209 (\$5.50).

Pub Type—Reference Materials - Bibliographies (131) - Books (010)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Audiovisual Aids, Bilingual Education, Communicative Competence (Languages), Cultural Education, Educational Games, Elementary Secondary Education, *English (Second Language), Grammar, Guides, *Instructional Materials, Postsecondary Education, Reading Instruction, Second Language Instruction, Supplementary Reading Materials

This guide is a catalog of materials currently available for English as a second language (ESL) instruction at the elementary, secondary, and adult levels. It is intended for educators who are attempting to meet the needs of immigrants, refugees, and non-English-speaking U.S. natives of all language backgrounds. Over 460 entries are included, ranging from textbooks for basic courses to a wide variety of supplementary and audiovisual materials. Each entry lists the following information: title, author/editor, publisher and address, year of publication, proficiency level, type of material, skill development area emphasized, target grade level, and a broad category designation. (Author/AMH)

ED 213 267 FL 012 811
Izzo, Suzanne

Second Language Learning: A Review of Related Studies.

InterAmerica Research Associates, Rosslyn, Va.; National Clearinghouse for Bilingual Education, Arlington, Va.

Spons Agency—National Inst. of Education (ED), Washington, D.C.; Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.

Report No.—ISBN-0-89763-058-0

Pub Date—81

Contract—400-80-0040

Note—88p.

Available from—National Clearinghouse for Bilingual Education, 1300 Wilson Boulevard, Suite B2-11, Arlington, VA 22209 (\$4.00).

Pub Type—Books (010) - Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Learning, Contrastive Linguistics, *Educational Environment, Elementary Secondary Education, *Individual Differences, *Language Processing, *Language Research, *Learning Processes, Linguistic Theory, Psycholinguistics, *Second Language Learning, Sociolinguistics, Teaching Methods

The fact that some people learn a second language more easily than others has prompted numerous studies designed to link one factor or another with successful language learning. This work examines a large number of these studies to assess the importance of various factors involved in language learning. The influencing factors suggested are grouped into three categories: personal, situational, and linguistic factors. Considered first is the particular set of personal characteristics each individual brings to the task of learning a second language. These include general intelligence, language aptitude, attitude and motivation, psychological traits, age, socioeconomic status, and sex. The variety of learning situations is then discussed. Situational factors include the setting in which the language is learned and the amount and distribution of time devoted to it. In addition, if the language is learned formally, the method used and the characteristics of the teacher must be considered. Finally, linguistic factors are examined. These include both the differences between the first and second languages and

the characteristics of the second language itself. (Author/AMH)

ED 213 268 FL 012 812

Outstanding Dissertations in Bilingual Education, 1980: Recognized by the National Advisory Council on Bilingual Education.

InterAmerica Research Associates, Rosslyn, Va.; National Clearinghouse for Bilingual Education, Arlington, Va.

Spons Agency—National Inst. of Education (ED), Washington, D.C.; Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.

Report No.—ISBN-0-89763-055-6

Pub Date—81

Contract—400-80-0040

Note—152p.

Available from—National Clearinghouse for Bilingual Education, 1300 Wilson Boulevard, Suite B2-11, Arlington, VA 22209 (\$4.85).

Pub Type—Collected Works - General (020) - Dissertations/Theses - Doctoral Dissertations (041)

Document Not Available from EDRS.

Descriptors—Academic Achievement, *Bilingual Education, Chinese Americans, *Communicative Competence (Languages), Court Litigation, Criterion Referenced Tests, Elementary Secondary Education, English (Second Language), Ethnicity, *Hispanic American Culture, Language Attitudes, *Language Proficiency, Mexican Americans, Miscue Analysis, Native Language Instruction, Program Descriptions, Psycholinguistics, Puerto Ricans, School Community Relationship, Spanish, *Spanish Speaking, Standardized Tests, Student Teacher Relationship, *Test Construction

Identifiers—Bilingual Programs, Limited English Speaking

Summaries of ten dissertations are presented: (1) "Levels of Citizen Participation in Selected ESEA Title VII Bilingual Education Advisory Committees: An Exploratory Study of Power Relationships between Community Clients and School Authorities," by R. Rodriguez; (2) "The Construction and Validation of the Listening and Reading Battery," by M. Lombardo; (3) "The Development and Measurement of Syntactic and Morphological Variables in the Written Spanish of Native Spanish-speaking Students in Fourth to Ninth Grades," by E. Paviolo; (4) "The Relationship of Bilingual Bicultural Education and Regular Education in the Verbal and Nonverbal Performances of Chicano Students," by F. Alejandro; (5) "A Psycholinguistic Analysis of the Oral Reading Miscues of Selected Field-Dependent and Field-Independent Native Spanish-speaking, Mexican American First Grade Children," by A. Eaton; (6) "Mexican American Culture in Bilingual Education Classrooms Grades 1 through 3: A Description of Three Spanish/English Programs in Texas," by P. Gonzalez; (7) "The Relationship of Language Orientation and Racial/Ethnic Attitude among Chinese American Primary Grade Children," by I. Kwok; (8) "The Performance of Bilingual Children on the Spanish Standardized Illinois Test of Psycholinguistic Abilities," by F. McCall Perez; (9) "A Comparison of Achievement of Mexican American Children in the Areas of Reading and Mathematics when Taught within a Cooperative and Competitive Goal Structure," by J. Sanchez; and (10) "Aspira v. Board of Education of the City of New York: A History and Policy Analysis," by I. Santiago. (AMH)

ED 213 269 FL 012 813

Kellermann, Marcelle

The Forgotten Third Skill: Reading in a Foreign Language.

Report No.—ISBN-0-08-024598-6

Pub Date—81

Note—129p.

Available from—Pergamon Press, Inc., Maxwell House, Fairview Park, Elmsford, NY 10523 (\$8.95).

Language—English; French

Pub Type—Books (010) - Information Analyses (070)

Document Not Available from EDRS.

Descriptors—Elementary Secondary Education, Native Language Instruction, *Reading Instruction, Reading Processes, *Second Language Instruction, Teacher Education, Teaching Methods, Textbook Content

This book examines the nature and processes of reading in a foreign language and the implications

for instruction and teacher training. The questions are addressed in five parts as follows: (1) the case for foreign language literacy, which includes a discussion of objectives, other language learning skills, shifting emphasis and reading readiness; (2) a review of experiments in second language reading; (3) theoretical bases of planning reading programs, including discussion of the practicing teacher, the disadvantaged reader, psycholinguistics, the young ESL reader, and foreign language phonics; (4) practical approaches and teaching strategies, motivation, the content of reading texts, differences between first and second language reading, stages in reading, and extended reading; and (5) implications for teacher training, including preparation of reading materials, the teachers' own foreign language reading, organizing workshops, and the role of the foreign language advisor. The study concluded with a summary of the conclusions of three appendices containing reading passages used in various experiments in England. (AMH)

ED 213 270 FL 012 822

Keynote Address and Background Papers. National Assembly on Foreign Language and International Studies (Racine, Wisconsin, October 30-November 1, 1980).

Association of American Colleges, Washington, D.C.

Pub Date—80

Note—46p. For related document, see FL 012 568.

Pub Type—Collected Works - Proceedings (021) - Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Bilingual Education, *College Role, Curriculum Development, Educational Needs, Ethnic Studies, Faculty Development, Federal Government, *Global Approach, Higher Education, Institutional Cooperation, *International Studies, Multicultural Education, Program Development, *Second Language Instruction

The conference papers presented here discuss the need for and means of implementing changes in educational design and emphasis that will recognize the need for Americans to incorporate foreign language and international studies into their education. In addition to the opening address by Richard Bendzen, the following papers are included: (1) "Developments and Prospects Following the President's Commission on Foreign Language and International Studies" by Sven Greenings; (2) "Foreign Language Teaching" by Richard Brod and Peter Eddy (discusses college foreign language requirements, secondary-higher education coordination, linguistics and language teaching, and cooperation between bilingual and foreign language educators); (3) "Curriculum Development in International Studies" by James E. Harf; (4) "Interinstitutional Cooperation: An Avenue to the World" by Werner Prange; (5) "Faculty and Program Development in Foreign Languages" by Guy Stern; and (6) "Multicultural Education, Bilingual Education and Ethnic Studies: Implications for Foreign Language and International Studies" by Carlos E. Cortes. (JB)

HE

ED 213 271 HE 011 066

Bailey, Stephen K.

Academic Quality Control: The Case of College Programs on Military Bases.

American Association for Higher Education, Washington, D.C.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date—79

Note—64p.

Available from—American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036.

Pub Type—Reports - Descriptive (141) - Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Advising, Academic Standards, *Accountability, Accrediting Agencies, Armed Forces, College Credits, *College Programs, Cooperative Programs, Educational Assessment, Educational Facilities, *Educational Quality, Equivalency Tests, *Extension Education, Federal Regulation, Government School Relationship, Higher Education, *Military Air Facilities, Military Personnel, Residence Requirements, *Satellite Facilities, Teacher Qualifica-

tions, Transfer Policy

Identifiers—Department of Defense, Site Visits
The quality of college programs at 13 U.S. military bases and the activities of various agencies for maintaining quality control were evaluated. Based on site visits to military bases in the continental United States and Hawaii in 1978, some academic programs appeared to have few standards and practices that promote quality. It is claimed that base commanders and the education service officers have problems by not securing outside, respected academic advice in selecting the colleges and universities (local or distant) to be allowed on the base, and by ill-defining the scope and mix of their academic programs. Problems were found with regard to maintaining high academic standards in the hiring of instructional staff, curricular deviations from traditional academic norms, intensive weekend programs offered twice a month, credit for basic training and correspondence courses, little or no residency requirements, inadequacies in educational counseling, and inadequate facilities. Existing systems for quality control of college programs at military bases are considered for the U.S. Congress, the Office of the Secretary of Defense, the Office of the Secretary of each of the armed services, various education commands of the armed services, base or ship commanders, education service officers, participating colleges and universities, state licensing and/or higher education coordinating bodies, associations of higher education, federal agencies that award or monitor grants, and regional and professional accrediting bodies. Appended materials include information on off-duty educational programs of the four services, found on 13 military bases, and a bibliography. (SW)

ED 213 272 HE 012 844
Abrahamson, Kenneth And Others

The Value of Work Experience in Higher Education: A Study of Work Experience as a Substitute for Formal Academic Entrance Requirements. Reports on Education and Psychology.
Stockholm School of Education (Sweden). Dept. of Educational Research.
Report No.—REP-Nr2-1980
Pub Date—Apr 80
Note—140p.; A former version of this report was presented for UNESCO in June 1979. The differences between the two versions are shown in chapter 5.

Pub Type—Reports - Research (143) — Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Access to Education, *Admission Criteria, Adult Students, *College Admission, Comparative Education, Educational Policy, Employment Experience, *Experiential Learning, Foreign Countries, Higher Education, Nontraditional Students, *Prior Learning, Student Recruitment, *Work Experience

Identifiers—Denmark, *Sweden

The Swedish policy that work experience can be used as a substitute for formal academic entrance requirements for higher education is assessed. The social and economic background of introducing work experience in higher education policy is described, and the significance of work experience to enrollment patterns and for the form and content of higher education is addressed. The general characteristics of the Swedish admissions system and the effects on recruitment and admissions are outlined. Additionally, the effects of work experience on the educational process are considered from a theoretical viewpoint. Distinctions are made between three different functions of work experience as a ground for admission: work experience as a substitute for upper secondary school education (alternative route) for adults; additional credit in selection for all students; and formal requirement for admission to some study programs. Work experience also is classified as a basis for academic studies according to its content (relevant professional experience, work experience, in general, and life experience). The admissions schemes in Sweden and Denmark are compared, and those found in a few other countries are briefly noted. Some Swedish findings regarding different ways of valuing work experience as an admission criterion are summarized. It is suggested that institutions that are mainly oriented toward traditional groups do not have the same possibilities of using experience as do institutions with an educational design oriented toward nontraditional students. A bibliography is appended. (SW)

ED 213 273 HE 013 225

Women Moving Forward: Improving Florida's Economy through Leadership, Power and Influence. Proceedings of the Conference (Orlando, Florida, October 3-4, 1979).

State Univ. System of Florida, Tallahassee.

Pub Date—Jul 80

Note—156p.

Available from—The Office for Equal Opportunity Programs, State University System of Florida, 107 W. Gaines St., Rm. 201B, Tallahassee, FL 32301.

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Administrators, Affirmative Action, Business, *Equal Opportunities (Jobs), *Females, Government Employees, Higher Education, Industrial Personnel, Industry, Leadership, *Power Structure, *Promotion (Occupational), Role Perception, Self Concept, *State Action, Statewide Planning, Teacher Promotion, *Women Faculty

Identifiers—Florida
Proceedings from a conference entitled "Women Moving Forward: Improving Florida's Economy through Leadership, Power and Influence" are presented. The 1979 statewide conference, which brought together leaders from industry, government, education, and the communities, was designed to promote the social and economic needs of women. Contents include the following: "A Challenge to a State Plan of Action" and "Utilizing the Talents of Women, A Step Forward" (Governor Bob Graham); "Overcoming Institutional Impediments to Affirmative Action" (Charles V. Willie); "The Open System: Opportunity, Power, and Effective Numbers" (Betty Caldwell); "Strategies in the Advancement of Women in Higher Education" (Garry Hays); "Infiltrating the Power Structure" (Gertrude Simmons); "Recognizing and Dealing with Perceived Constraints to Advancement—Self Imposed" (Delores Auzenne); "Recognizing and Dealing with Perceived Constraints to Advancement—Organizational" (Jeanie Stokes); "Nontraditional Roles and Disciplines" (Winifred Wentworth); "Networks, Mentoring" (Pat Frank); "The Business World: Taking Initiative and Moving Ahead" (Barbara Gardner Proctor); and "National Identification Program for the Advancement of Women in Higher Education" (Donna Shavlik). The following topics were also addressed: the legal arena, women and executive development, planning and budgeting, women in business and industry, and women in state government and the judicial system. Supplementary materials include recommendations to the governor, a bibliography from "Resources in Education" on women and leadership, and a paper entitled "Women Working: Toward a New Society" (Alan Pifer). (SW)

ED 213 274 HE 013 329

Duca, Jerry Bishop, Walter L.

PROBE Examines the Presidency in Higher Education.

University of Northern Iowa, Cedar Falls.

Spons Agency—Northern Iowa Univ., Great Falls.

Pub Date—[80]

Note—55p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Administrator Attitudes, Administrator Characteristics, *Administrator Education, Administrator Qualifications, *Administrator Responsibility, *College Administration, *College Presidents, Educational Administration, *Educational Background, Educational Trends, Higher Education, Private Colleges, State Colleges.
Results of a 1979-80 survey of institutional presidents are evaluated. The officers of 481 public colleges and 864 private colleges were mailed questionnaires, and 544 responses representing 266 public and 336 private colleges were received. Of the respondents, 477 were males and 66 were females, and the following titles were identified: presidents, chancellors, deans, vice-presidents, and provosts. In regard to academic preparation, social science fields were the major emphases at the bachelor's, master's, and terminal degree levels for those respondents who supplied this information. Seventeen different types of experiences in four categories (teaching, public service, professional practice, and administration) were identified as professional experience before becoming college and university presidents. Presidents of both public and private institutions perceived governing board relations, planning and administering the budget, and program development and improvements to be

significantly more important to their overall functioning than their handling of student affairs. They also rated planning and administering the budget as being significantly more important than personnel tasks. Tasks that were rated as consuming the most time along with tasks perceived as important are analyzed separately for representatives from public and private colleges. Both groups also rated the stress potential of tasks and challenging current and future issues that confront higher education. Among the issues that were identified are: fiscal responsibility, tapping traditional and nontraditional funding sources, and responding to enrollment declines. Implications regarding training leaders in the field of higher education are addressed. (SW)

ED 213 275 HE 013 969

Kaasa, Harris And Others

Humanism: A Christian Perspective.

Pub Date—[81]

Note—80p.; For related document see ED 207 374.

Pub Type—Reports - Descriptive (141) — Opinion Papers (120)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Christianity, *College Curriculum, Higher Education, *History Instruction, Humanism, *Humanistic Education, Literature, Religion, Religious Cultural Groups, *Religious Education, *Specialization

Identifiers—*Saint Johns University MN

As part of a four-college project to integrate the religious tradition with humanities teaching, humanism is discussed from a Christian perspective. Definitions of the terms humanism, religion, Christianity, and Christian humanism are provided. The latter is viewed as the issues surrounding the Christian approach to the dichotomy of good and evil and the condition of being human. An introductory historical survey of Christian humanism traces this ideology from its origins in Protestantism and Catholicism, through conflict with secularization, and into the context of education, specifically modern higher education. Losses and gains of Christian humanism in the twentieth century are outlined, looking at the varied American religious scene, changes within each group, and academic versus grassroots theology. It is concluded that at the heart of the current dilemma faced by Christian humanists are the separation between Christianity and culture, or secular life, and a related ignorance of the tradition of Christian humanism. Specialization in higher education curriculum is seen as a prime example of this separation. Literature appropriate to the academic study of this tradition is suggested. In addition to this literature, a new approach to the teaching of Christian history is recommended to bridge the existing gap between secular and religious history instruction and to emphasize the continuity of the tradition of Christian humanism from early times to the present. Appended is an article by R. W. Franklin, "The NEH Christian Humanism Project at Saint John's, Collegeville." (MSE)

ED 213 276 HE 014 177

O'Neill, Joseph P. Barnett, Samuel

Colleges and Corporate Change: Merger, Bankruptcy, and Closure. A Sourcebook for Trustees and Administrators.

Conference of Small Private Colleges, Princeton, N.J.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date—80

Note—205p.

Available from—Conference-University Press, P.O.

Box 24, Princeton, NJ 08540.

Pub Type—Guides - Non-Classroom (055) —

Books (010)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Academic Records, *Administrative Policy, Administrator Responsibility, Administrators, Cost Effectiveness, *Financial Problems, Governing Boards, Higher Education, Legal Responsibility, *Mergers, Personnel Policy, Private Colleges, *School Closing, Student Records, *Trustees

Identifiers—Bankruptcy Reform Act 1978

Management strategies that would be useful to college trustees and administrators in the actual situation of institutional merging or closing are discussed, and ways to assess the costs and benefits of taking on a new corporate identity or dissolving an old one are suggested. Trustee responsibilities and the following three typical financial problems are considered: short-term debt, inflated income estimates, and the problem of critical mass. After outlining the options available for corporate change, a

general model for evaluating the options that an individual institution finds available to it is presented. Attention is directed to the viability of a merger, preparing for negotiations, and the financial basis for an acquisition merger. Bankruptcy as an instrument for reorganization, and specifically the Bankruptcy Reform Act of 1978 provisions, are addressed. The responsibility of the board of trustees in dissolution of the college corporation and some of the procedures that college counsel should research before a resolution for dissolution is adopted are outlined. Other areas of concern include: timing of the announcement to close; charter and legal obligations; making the announcement; academic concerns such as completion of graduation requirements; the library collections; and the alumni association. The following administrative and policy decisions are addressed: severance pay, unemployment insurance, out-placement of staff, the status of pension funds for those who retire, student records, and documents needed by students receiving financial aid. Appended materials include regulations of the states regarding the disposition of student records of private colleges and universities and state regulations regarding the dissolution of nonprofit colleges and universities. (SW)

ED 213 277 HE 014 503

White, Jane N., Ed. Burnett, Collins W., Ed.
Higher Education Literature: An Annotated Bibliography.

Report No.—ISBN-0-912700-80-7
Pub Date—81

Note—177p.

Available from—The Oryx Press, 2214 North Central at Encanto, Phoenix, AZ 85004 (\$35.00).

Pub Type—Reference Materials - Bibliographies (131) — Books (010)

Document Not Available from EDRS.

Descriptors—Accreditation (Institutions), Accrediting Agencies, Annotated Bibliographies, *College Administration, College Curriculum, *College Environment, College Faculty, College Planning, College Students, *Comparative Education, Definitions, Departments, Educational Finance, *Educational History, Educational Practices, Educational Principles, Educational Technology, Facility Planning, Federal Legislation, Foreign Countries, Governance, Government School Relationship, *Higher Education, Institutional Research, National Organizations, Postsecondary Education As a Field of Study, Professional Associations, Professional Education, Scholarly Journals, *Two Year Colleges

An annotated bibliography on higher education is presented that is limited to programs and phenomena in two- and four-year accredited degree-granting colleges and universities. The following sections and topics are covered: (1) Historical Background and Nature and Scope of American Higher Education (ancient, medieval, and U.S. education, public/private diversity, philosophy, problems in the 1970s, relation to society, and unique characteristics of higher education); (2) Teaching-Learning Environment (continuing education, faculty, instructional technology, professional education, research and evaluation, and retention); (3) Organization and Administration (effects of administrative styles, accreditation, governance, collective bargaining, legal affairs, planning and budget, retirement, and student affairs); (4) Community and Junior Colleges (administration, evaluation, articulation, finance, programs, state coordination, etc.); (5) Comparative Systems of Higher Education (Africa; Australia; Canada; China; Eastern Europe; Great Britain; India; Iran; Israel; Japan; Latin America; Russia; Southeast Asia; West Indies; and Western Europe); and (6) Higher Education as a Specialized Field of Study. In all, 1,618 references are cited. Appendices include: selected reference sources; an annotated bibliography of selected professional journals related to the study of higher education; definitions of some terms in higher education; working outline to study the development of American higher education; selected higher education programs, departments, and centers in the United States; federal legislation affecting higher education; land-grant colleges and universities; major national associations; accrediting associations; grant colleges and universities; major national associations; accrediting associations; abbreviations of selected national agencies and organizations related to higher education; and addresses of selected publishers. An author and subject index are provided. (LC)

ED 213 278

Woolston, Valerie, Ed.

Foreign Educational Credentials Required for Consideration of Admission to Universities and Colleges in the United States.

American Association of Collegiate Registrars and Admissions Officers, Washington, D.C.

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C. Office of International Training.

Pub Date—Apr 81

Note—178p.

Available from—American Association of Collegiate Registrars and Admissions Officers, One Dupont Circle, N.W., Washington, DC 20036.

Pub Type—Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Academic Records, *Admission Criteria, *College Admission, College Applicants, College Transfer Students, Course Descriptions, Degrees (Academic), *Educational Background, Foreign Countries, *Foreign Students, Graduate Students, Higher Education, International Educational Exchange, Student Certification, *Student Evaluation, Student Placement, Study Abroad, Undergraduate Students

A guide to help determine the minimum academic records that should accompany the documentation of participants proposed for study in U.S. universities and colleges is presented to assist the Overseas Mission staff of the Agency for International Development. The information should also be valuable for foreign student admissions officers in U.S. universities, since it identifies, in a convenient and consistent form, the educational credentials that should be available for applicants from each of 84 countries. The format is as follows: column one lists the two major levels of study in U.S. higher education: undergraduate and graduate. Each level is further divided: freshman, transfer, and unclassified/special at the undergraduate level; masters, Ph.D., and unclassified/special at the graduate level. In column two, the certificates, diplomas, and degrees that should accompany applications for admission to each level are specified, and in column three, the documentation required in addition to the certificates, diplomas, and degrees is described. For programs that fall into the undergraduate transfer and undergraduate unclassified/special categories on the lists, it is also desirable that syllabi of the programs be included with the dossier, although this is not essential to the initial placement of an applicant. Details regarding nearly 90 countries are provided. (SW)

ED 213 279

Maxfield, Betty D.

Employment of Minority PhDs: Changes over Time. Survey of Doctorate Recipients.

National Academy of Sciences - National Research Council, Washington, D.C. Commission on Human Resources.

Spons Agency—National Endowment for the Humanities (NEAH), Washington, D.C.; National Science Foundation, Washington, D.C.

Pub Date—81

Note—77p.

Available from—Survey of Doctorate Recipients Office, Commission on Human Resources, National Research Council, 2101 Constitution Avenue, N.W., Washington, DC 20418.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Academic Rank (Professional), Asian Americans, Behavioral Sciences, Biological Sciences, *Career Choice, Comparative Analysis, *Doctoral Degrees, Employment Level, *Employment Opportunities, Engineering, Ethnic Groups, Graduate Surveys, Higher Education, Humanities, *Immigrants, *Minority Groups, Occupational Surveys, Racial Differences, Salaries, Sciences, Tenure, *Vocational Followup, Whites

Data on the employment status of Ph.D.s in the United States, with emphasis on racial minorities, are presented. The information is based primarily on the 1979 Survey of Doctorate Recipients but also is derived from the annual Surveys of Earned Doctorates. Demographic and employment statistics for the total population of Ph.D.s in science, engineering, and the humanities are presented, and U.S.-born and foreign-born doctorate recipients are treated separately. Other tables describe the pattern of academic employment among the racial/ethnic

HE 014 535

groups, including such variables as academic rank and tenure; the pattern of nonacademic employment of Ph.D.s in these fields; and the pattern of remuneration of science, engineering, and humanities Ph.D.s by racial/ethnic group, in both academic and nonacademic employment. Findings include the following: of the 395,000 science, engineering, and humanities Ph.D.s in the United States in 1979, 2.4 percent were U.S.-born minorities and 5.7 percent were foreign-born minorities; of these minority Ph.D.s, 88.6 percent were in science/engineering fields and 11.4 percent were in humanities fields; Asian/Pacific Islanders accounted for 69.3 percent of all science/engineering minority Ph.D.s; the biological and behavioral sciences (psychology and social sciences) accounted for about 60 percent of the science/engineering Ph.D. degrees earned by U.S.-born minorities, and only 48 percent of those held by U.S.-born whites; and 37 percent of all minority Ph.D.s in the humanities had earned their degrees in modern languages and literature. A sample questionnaire and information on the research methodology are appended. (SW)

ED 213 280

Suntrup, Noreen L., Ed.

Proceedings of the International Congress on Pharmacy Education (2nd, Boston, Massachusetts, July 17-20, 1980).

American Association of Colleges of Pharmacy, Bethesda, Md.

Pub Date—Jul 80

Note—176p.

Available from—American Association of Colleges of Pharmacy, 4630 Montgomery Avenue, Suite 201, Bethesda, MD 20814 (\$6.00).

Pub Type—Collected Works - Proceedings (021) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Developing Nations, Drug Legislation, *Drug Therapy, Foreign Countries, Government Role, *Health Services, Higher Education, Patient Education, *Pharmaceutical Education, Pharmacists, *Pharmacy, Primary Health Care, *School Business Relationship

Identifiers—Canada, India, Sweden, United States

Proceedings of the Second International Congress on Pharmacy Education, which address the entire pharmacy curriculum, are presented. Contents are as follows: "Educating for the Pharmaceutical Industry," J.N. Banerjee; "Overview on Pharmaceuticals for Developing Countries," Leighton E. Cluff; "Pharmacy and the Third World," Patrick F. D'Arcy; "The United States Pharmaceutical Industry," Lewis A. Engman; "United States Pharmacy Education," Melvin R. Gibson; "United States Pharmacy Practice," Raymond A. Gosselin; "Pharmacists' Key Role in New Drug Development, Testing, and Use," Jere Goyan; "Educating Pharmacists for Institutional Practice in Developing Countries," Marilyn F. Harris; "Forces Affecting Pharmacy Education—An Industry Perspective," William H. Helfand; "Educating Pharmacists for Primary Care Roles," Eric T. Herfindal; "Education for Institutional Practice," Clifford E. Hynnmann; "Training Pharmacists for Primary Care in Sweden," Hans H. Linden; "Education for the Pharmaceutical Industry—Some Alternatives," Keith Marshall; "Health Services and Pharmaceuticals: A United States Perspective," Mark Novitch; "Canadian Pharmacy and Primary Care," William A. Parker; "Preparing First Degree Pharmacists for Institutional Practice," Gerald E. Schumacher; "Education for the Pharmaceutical Industry," Robert V. Smith; "Government's Impact on Pharmacy," Nathan Watzman; and "Forces Affecting Pharmacy Education," Harold H. Wolf. Abstracts of contributed papers are appended. (SW)

ED 213 281

Patton, Carl V.

Academia in Transition. Mid-Career Change or Early Retirement.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—ISBN-0-89011-514-1

Pub Date—79

Contract—PRM-7624576

Note—222p.

Available from—Abr Books, 55 Wheeler Street, Cambridge, MA 02138 (\$19.50).

Pub Type—Reports - Research (143) — Books (010) — Guides - Non-Classroom (055)

HE 014 572

HE 014 605

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Administrative Policy, Age Discrimination, *Career Change, Career Counseling, *College Faculty, Compensation (Remuneration), Faculty College Relationship, Faculty Evaluation, Financial Needs, Higher Education, Incentives, Legal Responsibility, Personnel Evaluation, *Personnel Policy, Policy Formation, *Retirement, *Retirement Benefits

Identifiers—*Early Retirement

The impact of early retirement plans and career change on the professional and personal lives of professors and on the manpower and fiscal structures of the universities they serve is examined. The book is based on more than 50 accounts of academics who took early retirement options and a comprehensive review of incentive programs for early retirement, along with mid-career change programs. Chapter 1 explains why colleges and universities are interested in mid-career change and early retirement programs, and outlines the various options now available. Career options in industry, government, and academia are analyzed in chapter 2. Chapter 3 offers an analysis of the experiences of 70 of the first 100 or so persons who were induced to retire early, covering such topics as motivation, satisfaction with the decision, and ways that early retirement affected their well-being. Chapter 4 discusses the fiscal considerations involved in early retirement plans. Chapter 5 examines the manpower questions, including such questions as how incentive early-retirement plans will affect the age distribution of university and college faculties and whether early-retirement and mid-career change will modify age and talent distribution. Chapter 6 contains a discussion of the funding requirements and tax implications of increased-benefit retirement programs and an analysis of the legal aspects of age discrimination. The final chapter sketches the policy implications of mid-career change and early retirement, presents summary evaluation of the early-retirement schemes, and outlines a number of considerations for colleges, universities, and faculty members contemplating these options. In the final chapter several policy considerations are discussed, including: developing a mechanism for faculty review and evaluation; providing retirement and financial counseling; dissemination information about the options; and recognizing potential contributions from Emeriti. Appendices include a guide to administrator interviews and a guide to early retiree interviews. (Author/LC)

ED 213 282 HE 014 608

Tryon, Georgiana Shick

The Publication Records of Women in Educational Psychology during the Past Decade.

Pub Date—Apr 81

Note—8p; Paper presented at the Annual Meeting of the Eastern Psychological Association (New York, NY, April 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports — Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Authors, *Educational Psychology, *Females, Higher Education, Males, Professional Associations, *Psychologists, Publications, *Scholarly Journals, *Sex Differences, Status, Trend Analysis

Identifiers—*Journal of Educational Psychology

The publication record of women in the "Journal of Educational Psychology" (JEP) over the past decade was examined. The relationship between the proportion of women belonging to Division 15 (Educational Psychology) of the American Psychological Association and the proportion of women publishing in JEP during 1969, 1974, and 1979 was assessed. The number, sex, and ordinal position of authors of all articles, except editorials, published in JEP in these years were recorded. In 1969, women constituted approximately 20.6 percent of the membership in Division 15 and were authors in JEP 23 percent of the time. In 1979, women constituted 25.2 percent of Division 15 membership and represented 27 percent of the authors in JEP. A significantly higher proportion of men than women published alone in 1969; this relationship was not found for 1974 and 1979. A significantly higher percentage of women than men published with the opposite sex during all three years. However, the percentage of women first authors relative to men has been steadily increasing from 24 percent in 1969 to 33 percent in 1974 to 42 percent in 1979. It is concluded that women educational psychologists have consistently published in proportion to their membership in Division 15 for the past decade.

Since there are far fewer women than men in educational psychology, it is not surprising to find that women published more often with men. (SW)

ED 213 283 HE 014 610

South Dakota Project to Articulate Continuing Education in Nursing (Project SPACE). Summative Evaluation.

South Dakota State Univ., Brookings. Coll. of Nursing.

Spons Agency—Public Health Service (DHHS), Rockville, Md. Div. of Nursing.

Pub Date—Aug 81

Grant—NV-28003-03

Note—50p.

Pub Type—Reports — Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Coordination, *Educational Assessment, Educational Quality, Employers, Health Services, Higher Education, Needs Assessment, *Nurses, *Nursing Education, *Professional Continuing Education, Program Evaluation, Released Time, *Statewide Planning, Student Attitudes, *Student Needs, Summative Evaluation

Identifiers—Project SPACE, *South Dakota

Results of an evaluation of the South Dakota Project to Articulate Continuing Education in Nursing (Project SPACE), which was the extent to which the three-year project had been a value to South Dakota nurses, were presented. According to the Executive Committee's assessment, the project increased quantity and quality of continuing education programming, which included refresher courses and teleconferences, and it established a strong network to coordinate continuing education. All registered and licensed practical nurses in the state were sent a questionnaire to evaluate the project, and 1,670 responded (27 percent). Of the respondents, 81 percent were registered nurses, and 19 percent were licensed practical nurses. Fifty-one percent of the registered nurse respondents indicated that their continuing education needs were being met, while only 41 percent of licensed practical nurses felt their needs were being met. Among the reasons for needs not being met are the following: inconvenient location of programs, cost of workshops, and inability to obtain release time from the employer to attend. In addition to nurses, employers of nurses were surveyed to obtain their perceptions of the extent to which the project was meeting the continuing education needs of nurses. The quality of continuing education activities and their impact on health care in the state also were assessed. During the three years, 42 educational offerings were offered to 948 registered and 339 licensed practical nurses. (SW)

ED 213 284 HE 014 613

Matross, Ronald And Others

The 1979-80 Twin Cities Student Services Fee Survey: Student Opinion toward Five Major Services.

Minnesota Univ., Minneapolis. Office for Student Affairs.

Pub Date—14 Dec 79

Note—53p.

Available from—University of Minnesota, Office for Student Affairs, Minneapolis, MN 55455.

Journal Cit—OSA Research Bulletin; v20 n1 Dec 14 1979

Pub Type—Reports — Research (143) — Tests/Questionnaires (160) — Collected Works — Serials (022)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Ancillary School Services, College Students, Extracurricular Activities, Fees, Higher Education, Institutional Research, *Legal Aid, *Physical Recreation Programs, Questionnaires, *School Health Services, School Newspapers, *Student Attitudes, *Student Publications, *Student Unions, Use Studies

Identifiers—College Athletics, *University of Minnesota Minneapolis

Views of students at the University of Minnesota Twin Cities campus concerning five services that receive the largest amounts of student services fees were surveyed in 1979. Telephone interviews were conducted with three subsamples: 162 students were questioned about the Boynton Health Service and the "Minnesota Daily"; 156 students were questioned about the Student Legal Service, recreational sports, and the "Daily." Among the findings are the following: 57 percent said they were satisfied with the "Daily"; 23 percent were neutral, and 19 percent were dissatisfied; 50 percent said that the required fee for the "Daily" should be continued, 42 percent said it should be made optional, and 7 percent

said it should be eliminated; 58 percent had used Boynton Health Service at least once; 94 percent of those who had used Boynton Health Service said they were moderately satisfied (43 percent) or very satisfied (51 percent); 67 percent said that they used Coffman Union on weekdays, and 30 percent said they used Coffman on weekends and evenings; 30 percent of the respondents had not previously heard of the University Student Legal Service, and this figure rose to 65 percent among St. Paul campus respondents; twice as many respondents (17 percent) said they had sought legal service elsewhere in the past year as had gone to the university service (8 percent); during the past year, 53 percent of the respondents said they had participated in self-service recreational sports, 33 percent in intramurals, and 8 percent in sports clubs. Information is presented about the five services, and a sample questionnaire and bibliography are appended. (SW)

ED 213 285 HE 014 627

Boud, D. J., Ed. de Rome, E. A., Ed.

First Year at University: Proceedings of a Conference Held at the University of New South Wales (Kensington, New South Wales, June 18-19, 1980).

New South Wales Univ., Kensington (Australia). Tertiary Education Research Centre.

Report No.—ISBN-909528-64-0; TERC-17

Pub Date—Oct 80

Note—44p; Best copy available.

Available from—Tertiary Education Research Centre, University of New South Wales, Kensington, N.S.W., Australia 2033.

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Admission Criteria, *Articulation (Education), *College Freshmen, *College Preparation, Data Collection, *Dropout Prevention, Expectation, Foreign Countries, Higher Education, School Holding Power, *Student Adjustment, *Student Attrition, Student Motivation

Identifiers—University of New South Wales (Australia)

Proceedings of a 1980 conference in Australia on the problems of first-year students, which focus on student discontinuation, are presented. The contents include three papers, discussion group reports, and a report on the outcome of the discussion groups: policy proposals and recommendations. In "First Year Students: Selection and Attrition," J. F. Scott considers student selection, attrition, and dropout prevention. It is noted that a working party on attrition is seeking to find a system to promote the collection of progress statistics. In "Studies of First Year Students at the University of New South Wales," J. F. Powell suggests that the transition from school to university is substantially different from what the students had anticipated, and that choice of course, motivation, and the quality of the university experience appear to be the most important factors influencing decisions to withdraw. In "Proposed Solutions to Some Acknowledged Problems," Clive Williams outlines proposals that focus on students and their preparation and those that focus on the university experience. Discussion group reports address the following topics: pre-enrollment issues, nonacademic and academic transition problems, function of the first-year course, and educational responsibilities of universities. (SW)

ED 213 286 HE 014 633

Cyrs, Thomas E., Jr., Ed.

Handbook for the Design of Instruction in Pharmacy Education.

Minnesota Univ., Minneapolis. Coll. of Pharmacy. Spons Agency—Public Health Service (DHEW), Rockville, Md.

Pub Date—77

Grant—PHS-05D000599-01

Note—238p.

Available from—American Association of Colleges of Pharmacy, 4630 Montgomery Avenue, Suite 201, Bethesda, MD 20814 (\$6.50).

Pub Type—Guides - Non-Classroom (055) — Collected Works - General (020)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Behavioral Objectives, Clinical Experience, *Competency Based Education, Copyrights, Higher Education, Individualized Instruction, *Instructional Design, Instructional Materials, Instructional Systems, *Learning

Modules, Lecture Method, *Pharmaceutical Education, Program Evaluation, Student Evaluation, Test Construction, Values, Visual Aids
Identifiers—*University of Minnesota

New instructional procedures for the competency-based curriculum for pharmacy education are examined by educators. The evolution of the competency-based program at the College of Pharmacy at the University of Minnesota is described, and information is presented concerning the classroom instructional model, the development of performance objectives, and the design of a learning sequence and learning packages (Thomas E. Cyrs, Jr.). Attention is also directed to: preparing classroom tests (Paul G. Grussing); evaluating competency-based programs (Richard L. Holloway and C. Angerson Johnson); multi-dimensional assessment procedures (Thomas E. Cyrs, Jr. and Paul G. Grussing); improving oral presentations (David A. Garloff); improving lecture presentation formats through student interaction (Thomas E. Cyrs, Jr.); designing effective visuals (Martin E. Finch); personalized systems of instruction (James G. Henkel); instructional development for a competency-determined curriculum (Constance M. Greco); values education for the health sciences (Michael J. Johnson); an experiment in education—a patient-oriented pharmacy curriculum (Albert I. Wertheimer); and copyrighting one's instructional materials (L. Yvonne Wulff). Steps in the classroom instructional model are: validate professional competencies, specify and sequence learning performance objectives, design classroom testing procedures, identify and select alternative instructional strategies, implement the teaching/learning system, and assess learning outcome. Illustrations and bibliographies are included. (SW)

ED 213 287 HE 014 634

Grussing, Paul G., Ed.

The Internship Experience: A Manual for Pharmacy Preceptors and Interns.
American Association of Colleges of Pharmacy, Bethesda, Md.; National Association of Boards of Pharmacy, Chicago, IL.

Pub Date—Aug 80

Note—87p.; Second printing: September, 1981; Partially supported by a grant from Burroughs-Wellcome Co. Prepared by the Joint Committee on Internship.

Available from—American Association of Colleges of Pharmacy, 4630 Montgomery Avenue, Suite 201, Bethesda, MD 20014 (\$5.00).

Pub Type—Guides - Non-Classroom (055) — Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Behavioral Objectives, *Clinical Experience, Drug Education, Drug Therapy, Evaluation Criteria, Guidelines, Health Education, Higher Education, *Internship Programs, *Pharmaceutical Education, *Pharmacy, *Practicum Supervision, Professional Education, Standards, Student Evaluation

Responsibilities or practice requirements of pharmacy interns at three levels of expertise are outlined, and guidelines for using the designations in supervision and instruction are presented. Recent trends in pharmacy internship and the methodology that was used to identify performance dimensions, responsibilities, and tasks are examined, along with suggested minimum standards for preceptors and for pharmacies acting as training sites. The beginning level internship duties are largely technical in nature, while the intermediate level internship duties are professional and are based on prerequisite knowledge about drug products. Advanced internship activities occur concurrently with or follow completion of courses in pharmacology, therapeutics, and prescription dispensing. The following dimensions of pharmacy practice are outlined: selecting drug products and ingredients, compounding prescriptions, dispensing prescriptions, monitoring and evaluating therapy, communicating with patients about legend drugs, communicating with patients on selection of drugs and supplies, communicating with health care professionals, maintaining professional and ethical standards, providing emergency pharmacy services, fulfilling general public health and civic responsibilities, managing pharmacy operations, and managing pharmacy personnel. Approaches to intern evaluation, preceptor and site evaluation and program evaluation are examined, and the pharmacist's participation in association activities, continuing education pursuits, and maintenance of drug information are addressed.

Information concerning the development of performance objectives and a list of pharmacy library references are appended. (SW)

ED 213 288 HE 014 635

Report of the AACP Conference on Guidelines for Doctor of Pharmacy Programs (Kansas City, Missouri, October 26-28, 1975).

American Association of Colleges of Pharmacy, Bethesda, Md.

Pub Date—76

Note—119p.

Available from—American Association of Colleges of Pharmacy, 4630 Montgomery Avenue, Suite 201, Bethesda, MD 20014 (\$4.00 members, \$5.00 nonmembers).

Pub Type—Collected Works - Proceedings (021) — Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academic Standards, Accreditation (Institutions), *Behavioral Objectives, *Clinical Experience, College Curriculum, College Faculty, *Doctoral Programs, Evaluation Criteria, Guidelines, Higher Education, Internship Programs, *Pharmaceutical Education, Pharmacy, Professional Education, Student Evaluation
Identifiers—*American Council on Pharmaceutical Education

Recommendations regarding Doctor of Pharmacy programs are presented, based on reactions to American Council on Pharmaceutical Education tentative guidelines to its published "Standards." The reactions to the guidelines were expressed at an open hearing held at the 1975 Annual Meeting of the American Association of Colleges of Pharmacy. Recommendations that were developed at the conference workshops concern: competencies expected of the Doctor of Pharmacy program graduate, the curriculum, evaluation of student performance, criteria for admitting students, types of faculty, qualifications of faculty, and service roles. Curriculum areas are as follows: basic science and preclinical components, structure of the clinical component, the introductory clinical clerkship, required clinical clerkships, selective-elective clinical clerkships, and time distribution in clinical clerkships. Miscellaneous curriculum considerations include: outpatient and ambulatory care experiences; student responsibilities and the degree of supervision in the clinical component of the curriculum; the relationship of the clinical component to postdoctoral residencies; and social, behavioral, and anthropological aspects of Doctor of Pharmacy education. In addition to specific recommendations, issues that are important to the charge and recommendations are identified, along with points of difference or controversy among the workshops. A synopsis of discussions and important remarks that were made by conference participants during the general session, position papers on workshop topics, charges to workshops and instructions for workshop participants are included. (SW)

ED 213 289 HE 014 649

Millard, Richard M.

Accreditation, Self-Regulation, and Board Responsibility.

Pub Date—[81]

Note—10p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Accountability, *Accreditation (Institutions), *Accrediting Agencies, *Educational Quality, *Evaluation Criteria, Governing Boards, *Government School Relationship, Higher Education, Institutional Evaluation, Leadership Responsibility, Self Evaluation (Groups), *Trustees

The roles of accrediting associations and college trustees in promoting the quality of educational operations are considered. Voluntary accrediting associations have established a framework for institutional and program self-regulation, including the concept of peer review, and have emphasized the evaluation of institutions and programs in the light of appropriate functions, objectives, goals, and results. Issues pertaining to the relationship of accrediting agencies to their institutional and program members areas follows: acceptance of responsibility for involvement in accreditation by the institution and program members, including the trustees; the need to increase understanding of the value and nature of accreditation with all members of the educational community, the public, and state and federal governments; the adequacy of accreditation standards; the relation of institutions to regional or

institutional accreditation on the one hand and to specialized accreditation on the other; and the relationship between voluntary accreditation and the state and federal governments. It is suggested that the role of the trustees in the accreditation process can be critical: trustees should be involved in self-study preparation, in the review of reports of the accrediting visits, in consideration of recommendations in final reports, in the meetings and governance of the accrediting agencies, and in other aspects of the accreditation process. It is suggested that the self-regulatory process of accreditation is important and that state and federal governments should not be involved in accreditation of schools. (SW)

ED 213 290 HE 014 650

Rust, Val D.

The Foreign Student at the UCLA Graduate School of Education.

Pub Date—[81]

Note—19p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Education Majors, Enrollment Trends, *Foreign Students, *Graduate Study, Higher Education, Mentors, School Orientation, State Universities, Student Characteristics, *Student Personnel Services, Student Recruitment
Identifiers—*University of California Los Angeles

As a result of the recent increase in foreign student enrollment and concomitant decrease in American student enrollment at the University of California at Los Angeles (UCLA), a study was undertaken to learn the nature of the change and how it should affect the nature of admissions policies, student services, and programs of study in the Graduate School of Education (GSE). After a review of the foreign exchange picture in the United States and around the world, the population at UCLA is profiled. It was found that the GSE foreign student population is about 8 percent of that of the entire university, which in 1979-80 was the seventh highest in the United States. The pattern of country of origin is similar to that of the United States in general. Less than half are exempted from English language course requirements. More foreign student applicants have been accepted recently (two out of three). Although some services are now provided, five recommendations are made for improvement of services: (1) a short orientation for GSE foreign students, following the general foreign student orientation and before the general GSE orientation; (2) a support network, including mentors; (3) extending invitations to foreign students to join in foreign student activities and use the services; (4) a recruitment strategy to increase the size and quality of the foreign student applicant pool; and (5) a survey of problems and needs for further action. Some data are included in tables and graphs. (MSE)

ED 213 291 HE 014 652

Federal Support to Universities, Colleges, and Selected Nonprofit Institutions. Fiscal Year 1979. A Report to the President and Congress. Final Report.

National Science Foundation, Washington, D.C.

Div. of Science Resources Studies.

Report No.—NSF-81-308

Pub Date—Feb 81

Note—168p.; Not available in paper copy due to small print of original document.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Reports - Descriptive (141) — Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Colleges, Equalization Aid, *Federal Aid, *Federal Government, Financial Support, *Government School Relationship, *Higher Education, *Nonprofit Organizations, Research, Research and Development Centers, State Colleges, Universities

Data collected in a Survey of Federal Support to Universities, Colleges, and Selected Nonprofit Institutions, for the period October 1, 1978, through September 30, 1979, are presented. The reporting system is based on the program established in 1965 by the Committee on Academic Science and Engineering of the Federal Council on Science and Technology. Part I, "Universities and Colleges," shows that: federal obligations to universities and colleges for all purposes declined between 1978 and 1979 by a record 17 percent to a level of \$6.2 billion;

the 17 percent decline in federal obligations contrasted sharply with the continued growth in both total expenditures by institutions of higher education and federal purchases of goods and services; nearly all the declines occurred in funds from the Department of Health, Education, and Welfare; universities in California received the most federal funds; institutions that grant science/engineering doctorates or equivalent degrees received 86 percent of all federal obligations; the majority of federal obligations at publicly-controlled universities and colleges were for R & D programs; the top 100 universities and colleges received 71 percent of all federal support; and federal support for all science activities other than R & D increased for the third consecutive year. Part II, "University-Administered FFRDC's," presents the following findings: 15 of the federally funded R & D centers (FFRDC's) have been in existence throughout the 1963-79 period covered by the survey; the four agencies that sponsored university-administered FFRDC's in 1979 have accounted for at least 97 percent of all science support for these organizations since 1963; and the leading 10 organizations accounted for 94 percent of all funds in 1979, the same proportion as 1978. In Part III, "Independent Nonprofit Institutions and Nonprofit-Administered FFRDC's," it is concluded that federal support to the 530 independent nonprofit organizations totaled \$869 million for research and the six FFRDC's administered by nonprofit institutions received a record total of \$416 million in 1979. Appendices include technical notes and detailed statistical tables. (LC)

ED 213 292 HE 014 653

Berghofer, Desmond E. Vladicka, Alan S.
Access to Opportunity, 1905-80. The Development of Post-Secondary Education in Alberta.

Alberta Advanced Education and Manpower, Edmonton; Alberta Educational Communications Corp., Edmonton.

Pub Date—80

Note—91p.

Available from—Alberta Advanced Education and Manpower, 11160 Jasper Avenue, Edmonton, Alberta T5K 0L1 Canada.

Pub Type—Historical Materials (060)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Agricultural Education, Decentralization, *Educational History, *Educational Trends, Foreign Countries, Organizational Change, *Postsecondary Education, State Colleges, Technical Education, Two Year Colleges, *Vocational Education

Identifiers—*Alberta

The history of postsecondary education in the province of Alberta (Canada) since its beginning in 1905 is chronicled, including its transformation from an agriculturally-based frontier society to a modern industrial state. Although little emphasis is placed on historical narrative, a number of time periods are identified to illustrate certain trends or changes in trends. Characteristic features of each period are described while overall trends are discussed throughout. The periods identified and items covered are 1905-16 (regional rivalries in university and technical education, early decentralization in normal schools and schools of agriculture, and private colleges); 1917-39 (expansion, failure of further decentralization; and college affiliation); 1940-56 (technical education and federal aid, a multicampus university, crisis in agricultural education, and junior college development); 1957-66 (public junior colleges, a new university system, revival of agricultural education, and the coming-of-age of technical education); 1967-71 (movement toward a comprehensive college system, an expanding university system, agricultural and vocational colleges, and new emphasis on vocational education); and 1972-80 (consolidation, coordination, and autonomy; expanding services; and financing higher education and research). A chapter is devoted to future possibilities: diversity, governance, finance, and general development. Appendices include a chronological outline of postsecondary development and a list of administrative heads of government educational agencies and postsecondary institutions. (MSE)

ED 213 293

Hixon, Bruce, Ed.

Recent Additions to the General College Career Development Program Offerings.

Minnesota Univ., Minneapolis. General Coll.

Pub Date—81

Note—21p.

Available from—General College, University of Minnesota, Minneapolis, MN 55455.

Journal Cit—General College Newsletter; v27 n2 1980-81

Pub Type—Collected Works - Serials (022) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Associate Degrees, *Aviation Technology, Bachelors Degrees, Certification, College Programs, College Role, Course Descriptions, Educational History, Educational Needs, *Education Work Relationship, Enrollment Trends, Fire Fighters, *Fire Science Education, Higher Education, *Law Enforcement, *Police Education, *Professional Training

Identifiers—*University of Minnesota

Recent additions to the career development offerings at the University of Minnesota's General College are described. The aviation training program, which is described by Thomas Brothen, is designed to prepare students for licensure testing through the Federal Aviation Administration. Background information on aviation training at the University of Minnesota and course descriptions are presented. There are 15 courses in the General College flight curriculum. The fire protection certificate, which is described by Allen Johnson, can also be applied as credits toward the Associate in Arts degree in the General College and may be applied toward the Bachelor of Applied Studies and the Bachelor of General Studies degrees. The early history of the program, enrollment patterns, and course descriptions are examined. The Law Enforcement and Corrections Program, which is described by Forrest Harris, prepares students for licensure testing through the State Peace Officer's Standard and Training program. The program's history and suggested General College course offerings for law enforcement concentrations within a baccalaureate program are listed. Additionally, Open Learning for the Fire Service, which is described by David Glese, is a collection of courses designed to help firefighters become more proficient on the job and more promotable as employers. The program includes a fire administration and management option and a fire prevention technology option. The program history and specific courses are outlined. (SW)

ED 213 294

Miao, Emily Shiao-Chun Y.

Identifying the Affectively Handicapped among the University Freshmen: A Cross-Cultural Approach.

Pub Date—Aug 81

Note—27p.; Paper presented at the Annual Meeting of the International Council of Psychologists (University of California, Los Angeles, CA, August 20-23, 1981). Not available in paper copy due to marginal legibility of original document.

Pub Type—Reports - Research (143) — Speeches / Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Anxiety, Behavior Problems, *College Freshmen, Comparative Analysis, Cross Cultural Studies, Departments, *Depression (Psychology), Diagnostic Tests, Educational Counseling, *Emotional Problems, Foreign Countries, Group Counseling, Higher Education, Identification, Individual Counseling, *Intervention, Interviews, *Screening Tests, Student Behavior

Identifiers—*Chinese Culture University (Taiwan)
The identification and treatment of anxiety and depression among incoming freshmen from six colleges of the Chinese Culture University, Taiwan, were undertaken by the University Mental Health Center. A total of 2,121 students from 53 departments were assessed using the Self-Rating Anxiety Scale (SAS) and Self-Rating Depression Scale (SDS) (Zung, 1974, 1976, 1980), which were translated and adapted to the present culture. Raven's Progressive Matrices also were administered. At the end of the diagnostic survey, those students whose responses indicated moderate to severe levels of anxiety, or depression, or both were invited to go to the University Mental Health Center for interviews and further diagnostic procedures. The percentages of students whose mean SDS and SAS indices were above morbidity cut-off scores were about 30 per-

cent for depression proneness and 22 percent for anxiety. Both of these findings are in basic agreement with Zung's cross-national findings on normal populations. Freshmen in the College of Arts and Humanities had significantly higher mean SDS and SAS indices than the other five colleges. The present 1980-81 findings for the entire freshman class are compared to those of the previous years, which consisted of randomly selected samples, and to findings of a study conducted in India. Intervention strategies include both group and individual measures (e.g., panel discussion on specific topics, psychodrama, interviews, and individual therapy). Depending on the needs of individual students, the intervention may vary from behavioral, nondirective, or directive to emotive-rational approaches. The Zung scales are presented and described, and a bibliography is appended. (SW)

ED 213 295

Simmons, Fran C.

Out-Migration of New Jersey Full-Time First-Time Freshmen, 1979: Analysis and Recommendations. New Jersey Research Note Series.

New Jersey State Dept. of Higher Education, Trenton. Office of Community Coll. Programs.

Pub Date—Nov 81

Note—69p.; Some tables may not reproduce well due to small print.

Available from—New Jersey Dept. of Higher Education, 225 W. State St., Trenton, NJ 08625.

Journal Cit—ORM; v2 n1 Nov 1981

Pub Type—Reports - Research (143) — Collected Works - Serials (022)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—College Bound Students, *College Choice, Demography, *Enrollment Influences, Enrollment Trends, Higher Education, *In State Students, Institutional Characteristics, *Migration Patterns, *Out of State Students, Reputation, *Student Mobility

Identifiers—*New Jersey

Data collected by the National Center for Education Statistics are the basis for these analyses of student migration patterns in New Jersey. The distribution of out-migrating full-time, first-time freshmen in 1979 is examined by collegiate sector and institutional control. The states and institutions to which these students migrate are also highlighted. In addition, patterns of in-migration to New Jersey institutions of full-time first-time freshmen from out of state are analyzed. The constituency of out-migrants whose choice of college appears amenable to influence through policy initiatives or increased recruiting is delineated. The impact of a reduction in out-migration on systemwide enrollments in the long term is examined, and the economic consequences of out-migration are presented. Significant findings include these: about a third of New Jersey's college freshmen attended out-of-state institutions in 1979, and a higher percentage of full-time, first-time freshmen out-migrated; most of these attended private, four-year colleges, while those who remained primarily attended two-year colleges. In-migrants represented about 7 percent of New Jersey's college population. The systemwide effect of out-migration was found to be significant, and retention of outmigrants could eliminate the projected enrollment decline. Academic reputation/institutional quality is suggested as a reason for over 40 percent of out-migration. The two recommendations made are that the state survey (1) a sample of the state's public and non-public high school seniors about their perceptions of institutional characteristics contributing to reputation and their part in college choice, and (2) a sample of in-migrating full-time first-time freshmen to learn which factors influenced their decisions to attend schools in New Jersey. Nine data tables on in- and out-migration and school selectivity are appended. (MSE)

ED 213 296

Aubrecht, Judith D.

Reliability, Validity, and Generalizability of Student Ratings of Instruction. IDEA Paper No. 6. Kansas State Univ., Manhattan. Center for Faculty Evaluation and Development in Higher Education.

Pub Date—Nov 81

Note—7p.

Available from—Center for Faculty Evaluation and Development, Kansas State University, 1623 Anderson Ave., Manhattan, KS 66502-4098 (\$25 each, minimum order 25 copies).

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Faculty, College Instruction, Higher Education, *Instructional Improvement, *Reliability, *Student Evaluation of Teacher Performance, *Teacher Evaluation, Teacher Improvement, *Validity

The twin issues of reliability (consistency) and validity (relevance) of student ratings of teacher performance, and the overall issues of generalizability, continue to arise in assessing the usefulness of this faculty evaluation technique. Recent literature addressed four basic questions regarding these issues as they pertain to two faculty evaluation matters, personnel decisions and instructional improvement. The four questions are: (1) Are student ratings biased? (2) Do they agree with the ratings of other groups? (3) Do different kinds of student ratings yield similar information? and (4) Do these ratings help teachers improve instruction? It is neither easy nor very productive to separate the concepts of reliability and validity, and classical reliability theory has evolved into a theory of generalizability, which looks at teacher effect, course effect, student effect, and/or item effect in instruction. Research strengthens the idea that student ratings are both consistent and reliable in teacher evaluation. By and large, strong biasing variables can be controlled statistically, and there is considerable agreement both between student ratings and other groups, and between types of student rating. It also appears that student ratings have served to improve instruction somewhat. More research on generalizability is recommended and appears likely. (MSE)

ED 213 297

HE 014 682

McKeefery, William And Others

Patterns of Private-Public Relatedness: Five Institutional Histories and an Analysis.

Bridgeport Univ., Conn.

Spons Agency—EXXON Education Foundation, New York, N.Y.; Ford Foundation, New York, N.Y.

Pub Date—81

Note—72p.

Available from—University of Bridgeport, Park and University Avenues, Bridgeport, CT 06602.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Case Studies, *Community Colleges, Educational Change, Governance, *Government School Relationship, Higher Education, Institutional Characteristics, *Intercollegiate Cooperation, Land Grant Universities, Mergers, *Private Colleges, Private Education, *Public Education, Shared Facilities, *State Colleges

Identifiers—Cornell University NY, New College FL, *Public Private Relationship, Rio Grande College OH, Temple University PA, University of Delaware

Perspectives on shifts in private-public relatedness experienced by five higher education institutions are presented. The five histories illustrate a variety of individual differences in private-public relatedness and represent a cross-section of 80 institutions that have encountered important adjustments. In each of the following institutions, the shift was made toward a more balanced private-public relationship: Cornell University as a private university with four public land grant colleges; Temple University as a state related university that was once a religious college; University of Delaware as a privately administered, state assisted, land grant, sea grant university; New College of Sarasota, Florida, as a former private liberal arts college now continuing as part of a public university; and Rio Grande College as a private four-year college in Ohio's river valley that sponsored a public community college on its campus. An introduction and analysis of the five models is presented by William McKeefery. Each of the institutions is discussed by the following officials: Cornell (Constance Cook); Temple (David V. Randall); Delaware (G. Arno Loessner); New College (Eugene Lewis); and Rio Grande (Herman Kobay). Attention is directed to: why a public relationship developed, how the private-public accommodation was achieved; what the characteristics of the relationship achieved were; and what the consequences of the altered relationship were on its educational program, financial status, and on nearby institutions. Information on additional institutions and implications of the changes in private-public relatedness are examined. (SW)

ED 213 298

Lencyk, John A.

Post-Secondary Education: Entering the Age of the Consumer.

Pub Date—Sep 80

Note—16p.

Pub Type—Information Analyses (070)—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, *Adult Students, *Educational Demand, *Higher Education, *Marketing, Public Opinion, Reputation, *Student Recruitment

Identifiers—*Andragogy

The traditional sellers' market in higher education has become a buyers' market, with both the nature of the student body and the services offered being changed. Marketing, as a comprehensive tool for planning and delivery of educational services, offers an integrated method for meeting the disparate demands growing from the shift to a longer learning cycle. New baseline data will be needed to supplement and even supplant current research on the traditional college population. To date, no unified approach such as the business world has taken exists in higher education. This is reflected in the literature of postsecondary marketing. However, the need to understand how the exchange of services occurs in the higher education marketplace is imperative, and is not, as some believe, a perversion of academic ideals. M. S. Knowles' theories of adult education are particularly applicable to the demographic shift in postsecondary education because his contrasting of the force-feeding of young adults in college (pedagogy) with the experience-based approach to adult learning (andragogy) is analogous to necessary change in marketing approaches. The move toward andragogy can be an important element in developing the identity of the school, which is in turn an important element in marketing strategy. The issue of identity is one of projecting a clear, uncompromised image, directly linked to its programming and objectives. The disjointed marketing done today can only increase feelings of separation, disunity, and impersonality among faculty, students, and staff; directed and unified marketing would aid school image, the institution itself, and its broadening constituencies. (MSE)

ED 213 299

HE 014 688

On Campus with Women, Number 32

Association of American Colleges, Washington, D.C. Project on the Status and Education of Women.

Spons Agency—Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.

Pub Date—81

Note—14p.

Available from—Project on the Status and Education of Women, Association of American Colleges, 1818 R St., N.W., Washington, DC 20009.

Journal Cit—On Campus with Women; n32 Fall 1981

Pub Type—Collected Works - Serials (022)—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Awards, Blacks, Court Litigation, Employment Opportunities, *Employment Practices, Equal Opportunities (Jobs), Family Life, *Females, Higher Education, Minority Groups, *Sex Discrimination, Sex Fairness, *Women Faculty, *Women Athletics, *Women Education, Womens Studies

Identifiers—Sexual Harassment, *Title IX Education Amendments 1972

News concerning developments affecting women at colleges and universities is presented. Among the issues are the following: a court case involving West Texas State University and six female students in which it was held that athletics was not covered by Title IX because it does not receive federal funding; a court case involving Temple University and eight female athletes in which Title IX was found to cover athletics; a court case that considered whether Title IX bars intentional sex discrimination; a "Washington Post" estimate that two percent of students face faculty bribes or threats for sexual activity, and that 20 percent are subject to sexual harassment in general; findings from two sexual harassment studies conducted through the sociology department of East Carolina University, North Carolina; results of a survey to determine the percentage of women faculty in 43 Ph.D.-granting art history departments in the United States; a finding that women medical students are increasing but that those teaching them are still mainly men; a report on women in the legal

HE 014 687

profession; an updated bibliography on two-career families; a guide for postsecondary institutions on how to insure that women students, including minority and handicapped women, receive fair treatment in the process of competing for awards and prizes in the academic community; a network concerned with minority women in science; a newsletter pertaining to black women's educational research and policy concerns; information on nontraditional careers for women; a guide to help institutions evaluate sex equity on their campuses; women's studies programs; awards and grants; and resources. (SW)

ED 213 300

HE 014 691

McMahon, Linda

Independent College Interest Group Influence on State Policy.

National Inst. of Independent Colleges and Universities, Washington, DC.

Pub Date—Nov 81

Note—62p.; Some tables may not reproduce well. Available from—National Institute of Independent Colleges and Universities, 1717 Massachusetts Avenue, N.W., 601, Washington, DC 20036 (\$10.00).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Case Studies, Group Dynamics, Higher Education, *Lobbying, *Political Influences, Power Structure, *Private Colleges, *Professional Associations, *Public Policy, *State Aid, State Legislation, Statistical Studies

The increase in the 1970's state aid to independent colleges and the doubling of interest groups representing independent colleges in the states (39 state associations by 1978) are examined, and a demonstrable relationship is found between these facts. It is argued that the chief factor motivating states to act on behalf of independent colleges is influence from interest groups representing independent colleges at the state level and that the strength of interest groups affects the amount of aid appropriated to independent colleges. Interest group strength is measured in terms of the amount of money the group spends, the degree of internal unit within the organization, quality of leadership, skillful use of strategy, and the variety of tactics used to influence policy. Case studies of selected states offer a vehicle for evaluation of the relationship between policy output and interest group operations. A summary of the findings of a multivariate statistical study of interest group influence is presented. Factors describing group operations in the different states provide examples for action in other settings. Data tables show: average tuition in public and independent colleges from 1956 to 1975, in current and 1974 dollars; characteristics of private colleges contributing to quality and diversity (small enrollment, single-sex, predominantly black, selective, or highly-ranked); states without interest groups or in which groups were formed after passing aid legislation; and a profile of independent colleges in six unnamed states. A list of references is included. (Author/MSE)

ED 213 301

HE 014 693

Balz, Frank J.

Federal Student Assistance and Categorical Programs, 1981 Edition.

National Inst. of Independent Colleges and Universities, Washington, DC.

Pub Date—Jun 81

Note—258p.

Available from—NIICU, 1717 Massachusetts Avenue, N.W., Suite 601, Washington, DC 20036 (\$25.00).

Pub Type—Reports - Descriptive (141)—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Educational Finance, Federal Aid, *Federal Programs, *Government School Relationship, Graduate Study, Higher Education, Professional Education, *Scholarship Funds, Student Costs, *Student Financial Aid, Student Loan Programs, Undergraduate Study

Identifiers—Department of Commerce, *Department of Education, Department of Energy, Department of Health and Human Services, Department of Interior, Department of Labor, National Endowment for the Arts, National Endowment for the Humanities, National Science Foundation, Veterans Administration

The fourth edition of analyses of selected federal student assistance and categorical programs prepared by the National Institute of Independent Col-

leges and Universities is presented. Sections include: (1) federal student assistance-undergraduate programs (Pell Grants, Supplemental Educational Opportunity Grants, State Student Incentive Grants, Guaranteed Student Loans, etc.); (2) federal student assistance-graduate and professional programs (mining fellowships, legal training for the disabled, fellowships for Indian students, Health Education Assistance loans, etc.); (3) federal categorical programs-Department of Education (biomedicine, cooperative education, libraries, Teacher Corps, etc.); and (4) federal categorical programs-other departments and agencies. Each program is described and its funding is provided, including the administration's recommended budget request for fiscal year 1982. For several programs, there is an analysis of the distribution of funding by sector, type of institution and control, and state. The information and data for these reports have been compiled from published documents from federal agencies, from unpublished records and data, and from interviews with agency personnel. The emphasis is upon programs administered by the Department of Education, although programs of general interest to independent institutions from other federal departments and agencies are also included, such as those from: Department of Health and Human Services; Department of Commerce; Department of Energy; Department of Labor, National Endowment for the Arts; National Endowment for the Humanities; and National Science Foundation. (LC)

ED 213 302 HE 014 714

Reuterberg, Sven-Eric. Svensson, Allan.
Financial Aid and Class Bias in Higher Education.
Göteborg Univ., Mölndal (Sweden). Dept. of Education.

Spons Agency—Swedish Council for Planning and Coordination of Research.
Report No.—UG-DE-1981:05
Pub Date—81

Note—27p; Paper presented at the Annual Meeting of the Society for Research into Higher Education (Manchester, England, December 16-17, 1981).

Available from—Department of Education, University of Göteborg, Box 1010, S-431 26 Mölndal, Sweden

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Access to Education, Cohort Analysis, *College Attendance, *Economically Disadvantaged, Educational Opportunities, Family Influence, *Federal Aid, Females, Foreign Countries, Higher Education, Longitudinal Studies, *Low Income Groups, Parent Background, Postsecondary Education, Socioeconomic Status, *Student Financial Aid
Identifiers—*Sweden

The effects of the financial aid reform introduced in Sweden in the mid-1960s were assessed, with emphasis placed on possible effects on young people from lower socioeconomic strata. The study group is a nationally representative sample of persons born in 1948, who were also studied in 1961 in relation to background, interests, aptitudes, and school grades at the age of 13. Nearly 2,000 out of the 12,000 subjects have entered universities or colleges. It was found that social background strongly influences participation in higher education. For individuals from homes in which one of the parents has a university degree, the likelihood of beginning a postsecondary education is seven times greater than for individuals from working-class homes, and the likelihood of completing a university degree is as much as 10 times higher. However, the national financial aid system has been influential: 40 percent of those from farms and working-class homes indicated that they would not have entered postsecondary studies without the financial aid. The corresponding percentage for the higher socioeconomic strata is 12 percent. The national financial aid system is also important to completion of a degree program. In addition, women have benefited from the national financial aid system more often than men, and they have also been able to finance their studies to a larger extent through this system. The aid system has been particularly important in recruiting women to professional programs of long duration. (Author/SW)

ED 213 303 HE 014 725

Hadley, Paul E.
Ethics in Higher Education. The Third Earl V. Pullias Lecture in Higher and Postsecondary Education.

University of Southern California, Los Angeles.
Dept. of Higher and Postsecondary Education.
Pub Date—81

Note—21p; Published by the Pullias Lectureship Endowment Fund.

Available from—P.O. Box 77963, University of Southern California, Los Angeles, CA 90007.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Accessibility (for Disabled), *Accountability, Admission Criteria, Affirmative Action, Educational Assessment, *Employment Practices, *Ethics, Faculty College Relationship, Federal Regulation, Grading, *Higher Education, *Moral Issues, Moral Values, *Student Behavior, Student College Relationship, Student Recruitment, Teacher Responsibility

Issues of ethics in higher education, along with a broad overview on the field of ethics, are considered. Ethical concerns include: charges of unfair practices in the recruitment of college students, especially minority athletes; reducing admission requirements to the extent that classroom and even graduation standards may deteriorate; grade inflation; student dishonesty in taking tests and writing papers; student charges that they are being neglected by their professors; the development of standards for freedom of information, sunshine legislation, in contrast to the right of privacy; and the establishment of rules to limit the time full-time faculty members can spend in consultation. Methods or sanctions that have been used to control these practices include: passing affirmative action laws in regard to employment; passing laws to provide ramps to increase access of the disabled to classrooms and offices; maintaining faculty records; monitoring research on human subjects; and developing programs of inspection and control of educational programs and services. In this process, society has emphasized regulatory sanctions. Additionally, courses in legal ethics, business ethics, and medical ethics are being taught. Ethics can be controlled by contracts providing rules of conduct in teaching, research, in the allocation of time and effort. Another alternative is that faculty, students, and administrators can draw up codes of good practice. It is suggested that a covenant cannot be imposed: it must evolve out of free association and common ideals. Concluding remarks for the third annual Pullias Lecture by Earl V. Pullias are included. (SW)

ED 213 304 HE 014 742

Powell, J. P. And Others
The Academic Life: University Teachers Talk about Their Work.

New South Wales Univ., Kensington (Australia).
Tertiary Education Research Centre.

Report No.—ISBN-909528-13-6; TERC-12

Pub Date—81

Note—30p; Monograph No. 12.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*College Environment, *College Faculty, Expectation, Faculty College Relationship, *Faculty Workload, Foreign Countries, Higher Education, Institutional Research, Research Projects, Scholarship, Student Teacher Relationship, *Teacher Attitudes, *Teacher Role, *Teaching (Occupation)

Identifiers—*University of New South Wales (Australia)

Views were surveyed of 24 academics from the Faculties of Arts and Sciences of the University of New South Wales, Australia, on the ways in which their professional lives were being affected by the current recession in higher education. The comments cluster around seven topics: teaching, students, research, colleagues, career prospects, the university, and the quality of academic life. A notable finding from the interviews is what they reveal about the relationship between the perceived realities of university life and the preferred working environment of academics. Most people derived considerable satisfaction from teaching yet many indicated that they felt that this was undervalued by the institution. Many respondents attached significance to social relationships and a sense of community but felt that their daily experience of these was less than optimal. There was a feeling that institutional arrangements largely failed to recognize their need to participate more fully in decision-making

and policy formation. The broader significance and worth of their scholarly and teaching activities were perceived as being increasingly undervalued by the community at large. Growing and competing demands on their time were seen to be making it increasingly difficult to give adequate attention to the various elements in their professional role. The findings suggest a widening gap between academic ideals and the realities of daily experience that is likely to lead to frustration and a dissatisfaction that in turn will weaken morale. (SW)

ED 213 305 HE 014 743

Greenleaf, Robert K.
Seminary as Servant: Essays on Trusteeship.

Pub Date—81

Note—45p.

Available from—Windy Row Press, 43 Grove St., Peterborough, NH 03458 (10-24 copies \$1.50; 25-99 \$1.20; over 100 \$1.00).

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Church Related Colleges, Church Role, *College Role, Educational Benefits, Higher Education, *Leadership Responsibility, Moral Values, *Religion, *Theological Education, *Trustees

The leadership role of trustees of seminaries, the seminary as an institution, and the mission of a seminary are considered in two essays. It is suggested that seminaries have the potential to hold the prime position of supporting the churches as they foster religious concern and work to strengthen the moral basis of society. Trustees have the opportunity by questioning and persuasive leadership to encourage the seminary to: (1) evolve an adequate theology of institutions; (2) define in contemporary terms whom and what purpose the seminary can best serve; (3) determine the best curriculum and method to serve the people and purpose; (4) give effective support to churches in the full scope of their mission; and (5) become significant sources of prophetic vision. It is suggested that if a better society is to be built, the best way is to raise the performance as servant of as many institutions as possible by voluntary regenerative actions initiated within them by committed individuals (servants). Questions that should be considered in determining the seminary's mission include: whether the seminary views itself as a model for other institutions; whether critical thought is a high priority in the seminary; whether the image created by the mission statement suggests a strong contemporary institution; whether the seminary attracts students who have the potential to become influential church leaders and whether it attracts capable faculty; whether the seminary experience develops spirit; and whether the mission has power. (SW)

ED 213 306 HE 014 745

Shingleton, John D. Scheetz, L. Patrick
Recruiting Trends 1981-82: A Study of 428 Businesses, Industries, Government Agencies, and Educational Institutions Employing New College Graduates.

Michigan State Univ., East Lansing. Placement Services.
Pub Date—1 Dec 81

Note—82p; Not available in paper copy due to small print. Summary of 11th annual Recruiting Trends survey.

Available from—Placement Services, Michigan State University, 113 Student Services Bldg., East Lansing, MI 48824 (\$5.00).

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*College Graduates, *Demand Occupations, Education Work Relationship, Employers, *Employment Opportunities, Higher Education, Job Placement, *Labor Market, Occupational Surveys, *Recruitment, *Salaries, Trend Analysis

Results of the 1981-82 recruiting trends survey conducted by Placement Services at Michigan State University are summarized. A cross-section of 428 businesses, industries, government agencies, and educational institutions were surveyed to determine trends in hiring new college graduates, expected starting salaries, campus recruiting activities, and other job market trends. It was found that graduates in certain fields, particularly engineering and computer science, will be in high demand, while the demand has leveled off or in some cases fallen off in some nontechnical fields. For example, in education, there is great demand for science and math

teachers, while many elementary teachers cannot find jobs. Overall, the demand for graduates is expected to be about the same as last year, when 87 percent of the graduates found work within three months of graduation. Salary offers to new graduates are expected to be about 5.2 percent more than offers to June 1981 graduates. The highest starting salaries will be paid to chemical, electrical, and mechanical engineers, who will earn an average of more than \$22,000 per year. The lowest starting salary offers are expected for graduates from the social sciences, human ecology, education, hotel and restaurant, and communications fields (about \$14,000 to \$15,500, depending on the field). Master's degree graduates are expected to receive about \$23,200 as a starting salary and doctoral degree graduates are expected to be paid about \$27,300. Recruitment of minorities and geographical differences in overall findings are covered. Survey questions are included. (SW)

ED 213 307 HE 014 752

Roles for Postsecondary Education in the Economic Development of Indiana. Annual Report by the Commission for Higher Education to Governor Robert D. Orr and the Indiana General Assembly.

Indiana State Commission for Higher Education, Indianapolis.

Pub Date—Jan 82

Note—87p.

Pub Type—Reports - Descriptive (141) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*College Role, Continuing Education, Degrees (Academic), *Economic Development, Educational Finance, Employment Opportunities, *Enrollment Trends, *Higher Education, Majors (Students), Private Colleges, Research Utilization, *School Business Relationship, State Aid, State Colleges, *Statewide Planning, Student Characteristics, Student Financial Aid, Teacher Salaries, Technical Institutes, Technology Transfer, Tuition, Two Year Colleges

Identifiers—Economic Impact, *Indiana

The 1981 annual report of the Indiana Commission for Higher Education, which addresses the ways in which postsecondary education affects economic development in the state is presented. Attention is directed to the strength of the higher education industry itself, and the important roles and strategies by which Indiana's public and independent institutions contribute to the economic development of other state institutions. Higher education employs about 50,000 persons, and Indiana's colleges and universities attract over 16,000 first-time students, many of whom graduate and eventually are employed in the state. As students, these persons account for substantial expenditures in Indiana, and higher education expenditures also contribute to the state and local economies. Students can earn various job-title certificates and associate degrees in technical areas that prepare them with skills valuable to the labor force. The roles of education in contributing to the economic development of other industries are concentrated in three areas: providing education and training for first-time employees; providing education for the currently employed; and providing research and development, including the dissemination of results to business, industry, and government. Suggested means for contributing to the state's economic development and for improving higher education's productivity include: creating a start-up fund to speed up the development of new academic programs, particularly those of direct economic value to the state; forming faculty/industry teams to learn from other state or county centers for high technology research and development; further developing and improving regional centers; informing students early of the educational choices available for education and training; and strengthening lifelong education, particularly off-campus instruction through telecommunications. Appended materials include information on: commission meetings and affairs, enrollment patterns, student characteristics, degrees awarded, scholastic aptitude test scores, tuition, state aid and student aid funds, and teacher salary increases. (SW)

ED 213 308

Geiger, Roger L.

A Retrospective View of the Second-Cycle Reform in France.

Yale Univ., New Haven, Conn. Inst. for Social and Policy Studies.

Report No.—YHERG-18

Pub Date—Aug 77

Note—21p.; An earlier version of this paper was presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 7, 1977). Working paper.

Pub Type—Opinion Papers (120) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Access to Education, Admission Criteria, College Graduates, College Role, Curriculum Development, Economic Factors, *Educational Change, *Education Work Relationship, Employment Opportunities, Employment Potential, Foreign Countries, Governance, *Government School Relationship, *Higher Education, Labor Market

Identifiers—*France

The circumstances in France surrounding the reform of the third and fourth years of university study (the second cycle) are considered. It is suggested that if the original problem stemmed from the expansion of university enrollments and the shortage of graduate jobs, the proposed solution called for vocationally oriented diversification; the issue very quickly became a power struggle between the Secretariat for Higher Education and Research and elements within the universities. To provide a context for these events, some basic information about French higher education is considered. Problem areas that have important ramifications for the university include: the saturation of traditional graduate labor markets, particularly in the public sector; the competitive disadvantage of university graduates in the private industry labor market compared to graduates of "grandes écoles" where recruitment is by competitive examination; and the finding that jobs that university graduates accept are either provisional, part-time, or below the graduate's level of training and expectation. The underlying objective of the second-cycle reform is to better adapt higher education to the employment opportunities in the economy. Opposition to the reform by the universities centered on reduced access to university programs and student selection criteria; the government's proposed curtailment in the length of study for the license; the challenge to the traditional curriculum; and the increased power over programs provided to the Secretary of Higher Education. One of the consequences of the developments has been devaluation of the university. (SW)

ED 213 309

Harder, Martha B. And Others

Women in Leadership Roles in Phi Delta Kappa.

Pub Date—22 May 81

Note—15p.; Paper presented at a chapter meeting of Phi Delta Kappa (Virginia Polytechnic Institute, Blacksburg, VA, May 22, 1981). For related document see HE 014 759.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Coeducation, *Educational Background, *Employment Experience, Family Life, Females, Higher Education, *Honor Societies, *Individual Characteristics, *Leadership, Males, Marital Status, National Organizations, Professional Associations, Professional Recognition, Researchers, Scholarship, *Sex Differences, Women Faculty

Identifiers—*Phi Delta Kappa

The professional and personal characteristics of the men and women in Phi Delta Kappa who hold the top elected positions in local chapters were compared, and the perceptions of these leaders of the impact of allowing women to be members of Phi Delta Kappa were assessed. A 43-item questionnaire was developed and mailed to 1,340 chapter presidents and vice-presidents, and 894 responses were received. Of this group approximately 70 percent were male, and 30 percent were female. Statistically significant differences in most of the personal data of males and females who hold the top elected offices in local chapters indicate that: (1) more of the females are single than are the males; (2) nearly one-third of the females had no children, as compared to only about one-tenth of the males; (3) while the ages of males and females are comparable, males have more years of experience than females; (4)

HE 014 753

males tend to hold a higher academic degree than females; and (5) in correspondence to their areas of specialization, more males hold administrative positions than females, while more females than males are teachers. Both males and females felt that they were elected to their positions because of colleague confidence in their leadership abilities. A very slightly higher percentage of females are actively involved in research, while a slightly higher percentage of males have published at least one article in the last two years. Most respondents indicated that they felt that the organization should be coeducational, rather than its previously all male membership. (SW)

ED 213 310

Harder, Martha B. And Others

Scholarly Activity and Leadership in Local Phi

Delta Kappa Chapters.

Pub Date—22 May 81

Note—19p.; Paper presented at a chapter meeting of Phi Delta Kappa (Virginia Polytechnic Institute, Blacksburg, VA, May 22, 1981). For related document see HE 014 758.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Age Differences, *Educational Background, *Employment Experience, Family Life, Females, Higher Education, *Honor Societies, *Individual Characteristics, *Leadership, Males, Marital Status, National Organizations, Professional Associations, Researchers, Scholarship, *Sex Differences, Women Faculty

Identifiers—*Phi Delta Kappa

The professional and personal characteristics of individuals who held the top elected leadership positions in local chapters of Phi Delta Kappa during 1979-80 were surveyed. In addition, the relationships between sex, marital status, age, level of educational degree, level of employment, type of employment, and scholarly and professional activities engaged in over a two-year period were investigated. A 43-item questionnaire was developed and mailed to 1,340 chapter presidents and vice-presidents, and 894 usable responses were received. Although no attempt is made to generalize to the total membership of Phi Delta Kappa or the field of professional education, the data indicate that: (1) neither marital status nor sex is a factor in the level of employment, level of educational degree, or type of employment of an individual, nor are they related to the amount of scholarly or professional activities in which the individual is involved; (2) the older a person is, the more likely he or she is to be in teaching, to have a higher academic degree, and to be employed in an institution of higher education; however, scholarly and professional activities are not related to age; (3) those individuals in administrative or supervisory positions are more involved in professional organizations than in research or scholarly pursuits; (4) those individuals employed as teachers in 4-year institutions of higher education are the most active in research, publishing, and funded projects; and (5) the higher the academic degree the individual has, the more likely he or she is to be involved in research, publishing, and professional organizations. (SW)

ED 213 311

HE 014 761

The New Corporate Stake in Higher Education.

Council for Financial Aid to Education, New York, NY.

Pub Date—Nov 81

Note—20p.; Remarks at a seminar sponsored by the Council for Financial Aid to Education, Inc., and the Westchester County Association (White Plains, NY, September 28, 1981).

Available from—Council for Financial Aid to Education, 680 Fifth Avenue, New York, NY 10019.

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrators, *Business Responsibility, College Programs, *Cooperative Programs, Educational Finance, Educational Quality, Engineering, Grants, *Higher Education, Leadership Responsibility, *Private Financial Support, Recruitment, *School Business Relationship, Sciences, Technical Education

Identifiers—*Corporate Support

The ways that selected companies are managing and structuring their responses to the needs of higher education for financial support and cooperative programs are described. According to General Foods Corporation Chairman James L. Ferguson, 1981

the academic world faces the problem of maintaining its standards in light of the decrease of federal funding, the declining number of 18-year-olds, and the diminishing of incentives for people to give to philanthropic causes because of lowered federal tax rates. The new responsibilities of business in philanthropy in view of these developments are addressed. PepsiCo executive Victor A. Bonomo suggests that corporate giving to education is not an obligation but an opportunity to invest in people who will shape the company's future. The company identified target areas for giving, including finding qualified minority candidates for management jobs and preserving the free enterprise system. IBM President John R. Opel indicates that IBM gives priority in its giving to leading graduate centers of research and teaching, and has recently begun a program of grants to outstanding science and engineering departments to encourage risk-taking and imagination. According to Reader's Digest Foundation Chairman Kent Rhodes, the Digest Philanthropy is not merely a response to appeals for contributing but an effort to work with institutions to create programs that will further the company's goals, and some programs are closely monitored by company top management. The role of small companies is considered by Sidney P. Mudd of Westchester County Association and Joyce Beverages, Inc. (SW)

ED 213 312 HE 014 762
Voluntary Support of Education, 1979-80.

Council for Financial Aid to Education, New York, N.Y.

Spons Agency—Council for Advancement and Support of Education, Washington, D.C.; DeWitt Wallace/Reader's Digest Fund, Pleasantville, N.Y. Business Roundtable; National Association of Independent Schools, Boston, Mass.

Pub Date—May 81

Note—140p.; Not available in paper copy due to small print of most tables.

Available from—Council for Financial Aid to Education, 680 Fifth Avenue, New York, NY 10019 (\$14.00).

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Educational Finance, Elementary Secondary Education, Grants, *Higher Education, Private Colleges, *Private Financial Support, *Private Schools, Professional Education, Proprietary Schools, School Business Relationship, Single Sex Colleges, State Colleges, Trend Analysis, Two Year Colleges, Womens Education
Identifiers—*Charitable Contributions, *Corporate Support, Donors

Results of the 1979-80 Survey of Voluntary Support of Education are presented, along with national estimates of voluntary support of higher education. For 180 core institutions reporting in both 1978-79 and 1979-80, it was found that: (1) total support grew 18.1 percent in contrast to the 6.1 percent gain reported for the core group in 1978-79; (2) support for public four-year institutions increased faster in 1979-80 and since 1974-75 than support for private four-year colleges and universities; (3) gifts from corporations increased 25.1 percent; and (4) support for physical plant maintenance and expansion rose 23.9 percent, more than for any of the other purposes. For all institutions reporting in 1979-80, it was found that: the changes reported by all respondents are very similar to the patterns of the core group; bequests and deferred gifts declined in importance as sources of support from individuals; and the average alumnae gift to the annual fund at women's colleges increased by 14 percent in 1979-80 and has grown at a faster average annual rate since 1968-69 than for all other types of colleges. National estimates of voluntary support of higher education indicate that: total voluntary support rose \$570 million in 1979-80 to an estimated \$3.8 billion; the year-to-year growth of 17.6 percent outpaced inflation; and business corporations contributed 18.3 percent of total voluntary support and a 25.2 percent increase in their grants. Data are provided by type of institution, and private secondary and elementary schools are involved. (SW)

ED 213 313 HE 014 763

Gratz, Robert D. Salem, Philip J.
Research on Organizational Communication and Higher Education: "Don't Ask Me; I Just Work Here!"

Pub Date—14 Nov 81

Note—40p.; Paper presented at the Annual Meeting of the Speech Communication Association (Anaheim, CA, November 14, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reference Materials - Bibliographies (131) — Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*College Administration, *College Environment, Communication Problems, *Communication Research, *Decision Making, Higher Education, *Information Needs, *Interprofessional Relationship, *Organizational Climate, Teacher Administrator Relationship

A bibliography on organizational communication and higher education is presented, and conclusions from previous studies in the areas of information, organizational climate, and decision-making are reviewed. Additionally, suggestions for future research directions are offered. Three important communication issues pertaining to the administration of higher education that have been identified in previous research are: information flow, information quality, and the communication process itself. In higher education, it has often been assumed that everyone needs to be informed about everything, and information has been disseminated as widely as possible. The net effect of this approach is to increase costs of distribution, since a large amount of material is discarded without study. Administrators need to assess the information needs of subordinates and the methods of diffusion, including formal and informal networks. Organizational climates in academic departments have been observed to influence factors such as turnover, performance goals, and communication satisfaction. The information issues have a special impact on decision-making in colleges and universities. It is suggested that research is needed to describe: information required by those who occupy key roles in the institution, the organizational communication climate and the quality of life in colleges and universities, and approaches to minimizing win-lose orientations in faculty committees and other groups representing a wide variety of interests. (SW)

ED 213 314 HE 014 764

Burnley, Maureen Kirschner, Alan H.
UNCF Statistical Report of the Member Institutions, 1981.

United Negro College Fund, Inc., New York, N.Y. Pub Date—81

Note—54p.

Available from—United Negro College Fund, Inc., 500 East 62nd Street, New York, NY 10021.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Black Colleges, Black Students, College Faculty, College Preparation, Colleges, Degrees (Academic), Educational Finance, *Enrollment Trends, Expenditures, Financial Support, Graduate Study, Higher Education, *Institutional Characteristics, *Private Colleges, *Student Characteristics, Student Financial Aid, Undergraduate Study

The enrollment, financial, and academic trends at private black colleges in the early 1970s are compared with those of 1980-81. Data were obtained from the United Negro College Fund (UNCF) Questionnaire, which is sent annually to each member institution, as well as from Scholastic Aptitude Test scores. Specific information is provided on: 1980 enrollments, admissions, high school grade point averages, courses taken in preparation for college, the enrollment of white students on UNCF campuses, male-female ratios, geographical distribution of UNCF students in 1970 and 1980, total faculty, faculty by degree, faculty salaries, total undergraduate and graduate degrees, fields of study, family income of prospective UNCF freshmen, financial aid sources, employment programs for students, institutional and state scholarships, loans, average cost to students, revenues and expenditures of UNCF institutions, and total endowments. Data are provided by specific schools. Among the specific findings are the following: 7.2 percent of blacks enrolled in four-year colleges in 1978 were enrolled in UNCF institutions; total fall 1980 enrollment at UNCF colleges increased 1.7 percent in the past year, from 43,901 in fall 1979 to 44,667 in fall 1980; the median enrollment for UNCF colleges in 1980

was 1,009; and 19 of the 41 UNCF colleges experienced enrollment increases between 1979 and 1980. (SW)

ED 213 315 HE 014 765

Knapp, Samuel J. Edmiston, Andrew J.
A Study of Student Misconduct at Lehigh University, 1978-1981.

Lehigh Univ., Bethlehem, Pa.

Pub Date—Sep 81

Note—53p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Aptitude, *Aggression, Athletes, *Behavior Problems, *Cheating, *College Students, Crime, Delinquent Behavior, Discipline Problems, Grade Point Average, Higher Education, Institutional Research, Sex Differences, Student Behavior, *Vandalism
Identifiers—*Lehigh University PA

The frequency of student misconduct and the characteristics of offenders were studied at Lehigh University, Pennsylvania, from June 1, 1978 to June 1, 1981. Three types of misconduct were examined: harm to others, destruction of property, and academic violations. Misconduct was operationally defined and subcategories were developed where greater precision in classification was needed. The frequency of property destruction and academic violations was relatively constant over the three-year period, but harm to others increased sharply in the 1980-81 school year. A significant proportion of that increase could be attributed to assaults that occurred in or near fraternity houses during the spring 1981 semester. In all categories of offenders, the ratio of men to women clearly exceeded their respective proportions in the university population. Also, students who reported participation in major sports were frequently represented among offenders, especially when assaults or academic violations were involved. As a whole, student offenders tended to have lower entering Scholastic Aptitude (SAT) scores and lower grade point averages (GPAs) than Lehigh males in general. However, when student athletes were excluded from the analysis, the SAT scores and GPAs of student offenders did not differ from the Lehigh University average. Appended material includes (1) classification of categories of misconduct, (2) classification of data on student offenders, (3) supplemental information on the method of data collection, and (4) adjudication patterns in the Student Disciplinary Committee. (Author/SW)

ED 213 316 HE 014 766

Lehr, Terry
Fall College Enrollments by Racial/Ethnic Category, 1980.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Information Systems.

Pub Date—80

Note—32p.; Not available in paper copy due to small print.

Available from—Pennsylvania Department of Education, 333 Market Street, P.O. Box 911, Harrisburg, PA 17108.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Church Related Colleges, *College Students, Comparative Analysis, *Enrollment Trends, *Ethnic Groups, Full Time Students, Graduate Students, Higher Education, *Majors (Students), *Minority Groups, Private Colleges, Professional Education, State Surveys, State Universities, Two Year Colleges, Undergraduate Students

Identifiers—*Pennsylvania

Statistical data and trends relating to the enrollment of minorities in higher education in Pennsylvania for the fall 1980 term are examined. There were 49,060 minority students enrolled in 1980 compared to 45,083 minority students in 1978. Minority students comprise 9.6 percent of the total enrollment, and 81.5 percent of all minorities are registered as undergraduates. Minority students make up 6.7 percent of all first-professional students and 6.8 percent of all graduate students. Black students comprise 7.7 percent of the total enrollment and 8.4 percent of the undergraduate enrollment; and 64.7 percent of all black students are full-time, while 68.0 percent of the total student enrollment is full-time. The state-related commonwealth universities enroll the most black students, 10,990 persons, who comprise 8.3 percent of institutions' total enrollment. Data on undergraduate enrollment by

major fields of study indicate that: 1.3 percent of all agricultural and natural resources students, 7.3 percent of all architecture and environmental design students, 7.2 percent of all biological science students, 8.0 percent of all business and management students, 6.6 percent of all engineering students, and 6.1 percent of all physical science students are from minority groups. Data also are provided on selected graduate fields of study and the following first-professional fields of study: dentistry, medicine, veterinary medicine, and law. (SW)

ED 213 317 HE 014 767

Utilization of Residence Hall Facilities, Fall 1981 with Trends from Fall 1974.

State Univ. of New York, Albany, Office of Institutional Research and Analytical Studies.

Report No.—SUNY-OIRAS-9-81A

Pub Date—Dec 81

Note—44p.

Pub Type—Reports - Descriptive (141) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*College Housing, Cost Effectiveness, *Dormitories, Educational Facilities, *Facility Utilization Research, Higher Education, Input Output Analysis, Operations Research, Resident Assistants, Residential Patterns, *Space Utilization, *State Universities

Identifiers—*State University of New York

Residence hall facility use for the State University of New York (SUNY) is examined in data collected in fall 1981 and compared with fall 1974 data. The study includes all state-operated/funded institutions that have residence hall facilities. Any residence hall facilities available at locally sponsored SUNY community colleges are financed in a different manner and are not included in the study. Part One, "Summary Tables, Fall 1974 through Fall 1981," reports on: total utilization of net revenue producing adjusted design capacity; percent utilization of net revenue producing adjusted design capacity; non-revenue producing utilization of residence halls for purposes other than resident student occupancy; revenue producing utilization of residence halls for purposes other than resident student occupancy; and number of students per resident assistant. Part Two, "Detailed Tables," presents information on: utilization of original design capacity of residence hall facilities, fall 1981; utilization of net revenue producing adjusted design capacity, fall 1981; student occupancy of net revenue producing adjusted design capacity, fall 1981; and distribution of resident assistant bed rental waivers in residence hall facilities, fall 1981. Part Three contains a publications list. A summary of data provides such findings as: the average number of students per resident assistant has remained relatively constant for the past seven years; of the total utilization, 64,828 or 99.4% was for resident student utilization; and in fall 1981, the total current utilization of residence hall facilities (headcount) was reported to be 65,210. Definitions are also provided in the categories of residential capacity descriptors, actual occupancy/use descriptors, and utilization indices. (LC)

ED 213 318 HE 014 768

Snyder, Allegra Fuller
[Ethnic Arts Program at UCLA.]

Pub Date—[81]

Note—8p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Anthropology, *Art Education, Art History, College Programs, Cross Cultural Studies, *Cultural Education, Dance, Degree Requirements, *Ethnic Groups, *Folk Culture, Higher Education, *Interdisciplinary Approach, *Majors (Students), Music Education, Mythology, Theater Arts, Undergraduate Study

Identifiers—*University of California Los Angeles

The ethnic arts major at the University of California, Los Angeles—an interdisciplinary undergraduate program of courses in anthropology, art, dance, folklore and mythology, music, and theater arts—is described. The program objectives are to facilitate cultural and cross-cultural investigation of human artistic expression, and to provide an intellectual foundation for an integrative approach to the study of the arts. The program entails a core curriculum, a concentration in one area, the senior colloquium, and interdepartmental electives. Students also have to fulfill individual college requirements, including a foreign language. Students become acquainted with the techniques of investigation employed in the social sciences and the arts; they are

exposed to the literature, problems, and perspectives of art forms around the world, and become familiar with various media of artistic expression. The core curriculum is composed of six introductory courses, each representing a different discipline. The core also establishes the interrelationships among these disciplines, and the courses range from an introduction to cultural anthropology to theater of the non-European world. Additionally, each of six possible areas of concentration has its own requirements, and students also choose 12 units of upper division ethnic arts electives in a field outside their specialties. Senior projects and internships along with the senior colloquium are components of the major. (SW)

ED 213 319 HE 014 769

Harthorne, Nathaniel

What College Students Know and Believe about Their World.

Council on Learning, New Rochelle, N.Y.; Educational Testing Service, Princeton, N.J.

Report No.—ISBN-0-915390-3-2

Pub Date—Mar 81

Note—45p. A synopsis of "College Students' Knowledge and Beliefs: A Survey of Global Understanding" by Thomas S. Barrows, Stephen F. Klein, and John L. D. Clark.

Available from—Change Magazine Press, 271 North Avenue, New Rochelle, NY 10801 (single copy, \$5.95; 10 or more, \$4.95 each).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Civil Liberties, College Freshmen, College Second Language Programs, College Seniors, *College Students, Energy, Environment, Ethnicity, Food, Foreign Countries, *Global Approach, Higher Education, Humanities, Intellectual Disciplines, *International Relations, *Knowledge Level, National Surveys, Race, Religion, Second Language Learning, Self Concept, *Student Attitudes, Student Interests, War, *World Affairs

Freshmen and seniors in four-year colleges and students in two-year institutions were surveyed nationally in 1980 to determine their understanding of the world and world issues. The survey, which was based on a sample of about 3,000 undergraduates at 185 institutions, included a test of global understanding and three questionnaires on students' backgrounds and interests, their foreign language backgrounds and proficiency and their attitudes toward foreign nations and world issues. The performance of the students on the test revealed a considerable lack of knowledge of topics the test developers felt were important. All three groups did well on questions concerned with population, physical geography, and arts and culture. Their weakest performance was on questions having to do with energy and religion. Significantly, many students were uninformed about issues that have been widely reported and discussed in the news media. Even those students who were above-average scorers had serious misconceptions about many key world issues and facts, including: the causes of inadequate nutrition; and whether the comparative world membership of Islam predominates or has a significant minority. About 90 percent of the seniors reported in the language questionnaire that they had learned or studied a foreign language, but relatively few felt that they could put their language education to much use. The development and content of the questions in the test and the questionnaires, as well as results and interpretation are covered. (SW)

ED 213 320 HE 014 770

Campus as Context.
Association of Catholic Colleges and Universities,
Washington, D.C.

Pub Date—82

Note—51p.

Available from—Association of Catholic Colleges and Universities, Suite 770, One Dupont Circle, Washington, DC 20036 (1-9 copies \$2.00; 10 or more \$1.50).

Journal Cit—Current Issues in Catholic Higher Education; v2 n2 Win 1982

Pub Type—Opinion Papers (120) — Collected Works - Serials (022) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Aptitude, *Catholic Schools, *Church Related Colleges, Church Role, College Environment, *College Role, College Students, Developed Nations, Developing Nations, Drinking, Family Income, Global Ap-

proach, Higher Education, *International Relations, Moral Values, Parent Background, *Religion, Student Behavior, *Student Characteristics, World Affairs

Identifiers—North America, South America, Task Force Approach, Vatican Councils

Issues in Catholic higher education are considered in several articles. In "Catholic Students and Catholic Higher Education," Rita A. Scherrei summarizes research findings regarding the characteristics of incoming Catholic college students and how they compare with Jews and Traditional Protestants. Among the results are that Catholic colleges are still attracting Catholic students with strong Catholic identification; the Catholics come from a larger family; their parents are not quite as well educated as many others and the family income is a little lower; and Catholic students' preparation in academic subjects is likely to be better than average, although their aptitude scores are not quite as high as that of other groups. Reports from Minnesota and Indiana task forces of the Association of Catholic Colleges and Universities are presented on ways that the Catholic identity of a college is reflected in its campus environment. Student behavior, including sexual behavior and alcohol use, is discussed. In "The Catholic College as Responsible Critic," David J. O'Brien addresses the Catholic institution's commitment to justice and peace and to the dignity of the human person. In "The United States and the Third World," Jean Wilkowski considers relations between North and South America and the global issues of trade, food, and energy, and examines the significance of these issues for academe. In "Vatican II: World Vision and Global Church," John R. Crocker discusses documents emanating from the Vatican and ways to develop international consciousness and responsibility of students on Catholic campuses. (SW)

ED 213 321 HE 014 778

Zacharias, Donald W.

Federal Regulations: Perspective from the University Level.

Pub Date—14 Nov 81

Note—8p.; Paper presented at the Annual Meeting of the Speech Communication Association (Anaheim, CA, November 14, 1981).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Access to Education, *Compliance (Legal), Educational History, Educational Legislation, *Federal Aid, Federal Government, *Federal Regulation, *Financial Support, Government Role, *Government School Relationship, *Higher Education, Institutional Autonomy, Student Financial Aid

Historical perspectives on federal regulations are examined since 1958 along with five dilemmas that cause universities to improve university operations by reforms in current federal regulations. The National Defense Education Act of 1958 and the Higher Education Act (NDEA) of 1965 are often identified as two of the major milestones in the development of federal involvement in contemporary higher education. The NDEA moved to guarantee opportunity for higher education to greater numbers of young people and increased the size and scope of the federal government's role in supplementing the states in the field of higher education. The 1965 Act provided educational opportunity grants and solidified the federal role in higher education. Despite the fact that universities must comply with federal regulations and bear the cost of operating a student financial aid office, the universities largely follow that course because of the dramatic need for student financial aid. Additionally, the shortage of funds for innovation in teaching and curriculum development has prompted universities to apply for federal funds, despite costs to prepare and administer grants. Doctoral institutions require research funds, and institutions generally need funding of special projects (e.g., public television stations). Finally, a question at issue is how often a university should challenge federal regulations that it feels are unduly restrictive. It is suggested that universities need to propose a plan to the Reagan Administration that would restore autonomy to the campus. (SW)

ED 213 322 HE 014 779

Innovations in Higher Education: Exchange of Experiences and Ideas in International Perspective. Reports of the Hiroshima/OECD Meeting of Experts on Higher Education and the Seminar on Innovations in Higher Education.

Hiroshima Univ. (Japan). Research Inst. for Higher Education.

Pub Date—81

Note—183p.

Available from—Research Institute for Higher Education, Hiroshima University, Higashisendama-chi, Nakaku, Hiroshima City, Japan 730.

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—College Instruction, College Role, *Comparative Education, *Curriculum Development, Educational Change, *Educational Innovation, Educational Objectives, Educational Technology, *Foreign Countries, *Higher Education, International Educational Exchange, School Organization, State Colleges, Teaching Methods, Video Equipment

Identifiers—Austria, Japan, Korea, Sweden, United Kingdom, United States

Papers from the Hiroshima/Organisation for Economic Cooperation and Development Meeting of Experts on Higher Education and from the March 1981 Seminar on Innovations in Higher Education in Comparative Perspective are presented. In January, representatives from Sweden, the United Kingdom, Austria, the United States, and Japan met to discuss and study common problems as part of a comparative study of innovations in higher education, and in March scholars on higher education from Europe, Korea, and the United States met. Papers and authors are as follows: "Innovations in Higher Education: Issues, Definitions, and Japanese Experiences" (Kazuyuki Kitamura); "Inter-Country Exchange and Co-operation on Innovative Approaches to Higher Education The Swedish Case" (Lennart Levin); "Innovative Approaches to College Teaching in the United States" (K. Patricia Cross); "The Development of Non-University Higher Education in the United Kingdom" (Norman Lindop); "Supplement to Sir Norman Lindop's Contribution" (Edward L. Houghton); "Curriculum Reform as an Instrument for the Promotion of Innovations: Experiences and Intentions in Austria" (Sigurd Hollinger); "Curriculum Development at Tsukuba" (Fujio Ikado); "The Current State and Problems of Teaching Methods at Universities and Colleges in Japan" (Takashi Sakamoto); "Useware of OHP" (Kunihiko Suetake); "Factors of Achievement and Failure in European Higher Education" (Ladislav Cerech); "Innovative Teaching in Higher Education: An Asian Case" (Hong, Woong Sun); "The Ups and Downs of Innovations in U.S. Colleges and Universities" (Janet Ruyke); and "Linkages between Universities and Non-Universities" (Frederick K. Kintzer). (SW)

ED 213 323 HE 014 781

High School/College Partnerships. 1981 Current Issues in Higher Education, No. 1.

American Association for Higher Education, Washington, D.C.

Pub Date—81

Note—25p.; Selected papers presented at the Annual National Conference of the American Association for Higher Education (Washington, DC, March 1981).

Available from—American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036 (\$3.50 plus postage and handling).

Pub Type—Opinion Papers (120) — Reports - Descriptive (141) — Collected Works - Proceedings (021)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Access to Education, *Articulation (Education), College Faculty, *College Preparation, *College School Cooperation, Cooperative Programs, *Curriculum Development, Educational Quality, English Curriculum, Equal Education, Higher Education, Humanities, Minority Groups, Reading Skills, Secondary Education, *Secondary School Curriculum, Secondary School Teachers, Teamwork, Writing Skills

Identifiers—*City University of New York Queens College, Project Equality, *University of South Dakota

The need for better high school/college articulation is addressed in five papers. In "High School/College Partnerships That Work," Ernest L. Boyer describes the ongoing efforts to encourage high school/college collaboration and considers five principles necessary for establishing cooperative programs, including the need for educators at both levels to agree that they do have common problems, and the need to focus on one or two specific goals to keep the programs sharply focused. Michael O'Keefe, in "High School/College Cooperative Programs," describes model programs to facilitate student articulation, improve the quality of secondary education, and build professional relationships between high school and college teachers. In "Humanities for the High Schools," Gale K. Crouse describes the University of South Dakota's program of Extended Teacher Institutes, which bring university faculty together with teams of high school teachers and administrators to create integrated humanities courses for individual high schools. In "Building a High School-to-College English Curriculum: the Queens English Project," Janet R. Brown describes an effort at Queens College in New York to build the reading and writing skills of 11th and 12th grade students through the efforts of faculty and administrators from local high schools and the college. In "Quality and Equality in High School Curriculum: A College Board Study," George H. Hanford describes Project EQuality, a 10-year project that emphasizes both equality through access (especially for minorities) and quality through revised college preparatory curricula. The effort has been launched with a dialogue among school and college teachers. (SW)

ED 213 324 HE 014 782

Creating an Integrated Curriculum—The 'Higher' In Higher Education. 1981 Current Issues in Higher Education, No. 2.

American Association for Higher Education, Washington, D.C.

Pub Date—81

Note—22p.; Selected papers presented at the Annual National Conference of the American Association for Higher Education (Washington, DC, March 1981).

Available from—American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036 (\$3.50 plus postage and handling).

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—College Curriculum, College Freshmen, *Core Curriculum, General Education, *Global Approach, Higher Education, Humanities, *Interdisciplinary Approach, Logical Thinking, Natural Sciences, Reading Skills, Skills, Social Sciences, Student Needs

Identifiers—*Albertus Magnus College CT, *Saint Josephs College IN

Perspectives on creating an integrated college curriculum are presented in four papers. In "What is 'Higher' About Higher Education?" Harlan Cleveland suggests that colleges and universities should promote a global view and understanding of problems on society and international interdependence and should develop the capacity to analyze and integrate knowledge from academic disciplines and specialized training to help solve real-world problems. In "Curricular Integration: Mortar for the Ivory Tower," Mary Jim Joseph suggests that interdisciplinary courses and programs are a necessary but not sufficient provision in an overall curricular structure designed to assure integration. Skills development is a major tool of integration, and other options for creating curricular integration include integration within general education, majors, field study, and electives. In "Integrative General Education: The Saint Joseph's Model," John Nichols describes the development and implementation of a core curriculum at Saint Joseph's College, Indiana. The 45-credit program in general education was adopted in 1968 and is interdisciplinary, integrative, and team-taught. The content of the 10 cores and core objectives are identified. In "An Integrative Program for Building Skills: The City and the Self," Susan Gurewitsch describes an integrative program for freshmen at Albertus Magnus College, Connecticut, which is designed to build skills such as observation, synthesis, and problem-solving, along with reading and writing skills. A seminar in thought and expression and short courses in the humanities, social sciences, and natural science or mathematics

are based on a student-centered approach, which involves lecture, discussion, and field work. (SW)

ED 213 325 HE 014 783

Partnerships with Business and the Professions. 1981 Current Issues in Higher Education, No. 3.

American Association for Higher Education, Washington, D.C.

Pub Date—81

Note—27p.; Selected papers presented at the Annual National Conference of the American Association for Higher Education (Washington, DC, March 1981).

Available from—American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036 (\$3.50 plus postage and handling).

Pub Type—Opinion Papers (120) — Collected Works - Proceedings (021)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—College Curriculum, College Freshmen, *Core Curriculum, General Education, *Global Approach, Higher Education, Humanities, *Interdisciplinary Approach, Logical Thinking, Natural Sciences, Reading Skills, Skills, Social Sciences, Student Needs

Identifiers—*Albertus Magnus College CT, *Saint Josephs College IN

Perspectives on creating an integrated college curriculum are presented in four papers. In "What is 'Higher' About Higher Education?" Harlan Cleveland suggests that colleges and universities should promote a global view and understanding of problems on society and international interdependence and should develop the capacity to analyze and integrate knowledge from academic disciplines and specialized training to help solve real-world problems. In "Curricular Integration: Mortar for the Ivory Tower," Mary Jim Joseph suggests that interdisciplinary courses and programs are a necessary but not sufficient provision in an overall curricular structure designed to assure integration. Skills development is a major tool of integration, and other options for creating curricular integration include integration within general education, majors, field study, and electives. In "Integrative General Education: The Saint Joseph's Model," John Nichols describes the development and implementation of a core curriculum at Saint Joseph's College, Indiana. The 45-credit program in general education was adopted in 1968 and is interdisciplinary, integrative, and team-taught. The content of the 10 cores and core objectives are identified. In "An Integrative Program for Building Skills: The City and the Self," Susan Gurewitsch describes an integrative program for freshmen at Albertus Magnus College, Connecticut, which is designed to build skills such as observation, synthesis, and problem-solving, along with reading and writing skills. A seminar in thought and expression and short courses in the humanities, social sciences, and natural science or mathematics

are based on a student-centered approach, which involves lecture, discussion, and field work. (SW)

ED 213 326 HE 014 784

Part-Time Faculty in Colleges and Universities. 1981 Current Issues in Higher Education, No. 4.

American Association for Higher Education, Washington, D.C.

Pub Date—81

Note—21p.; Selected papers presented at the Annual National Conference of the American Association for Higher Education (Washington, DC, March 1981).

Available from—American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036 (\$3.50 plus postage and handling).

Pub Type—Opinion Papers (120) — Collected Works - Proceedings (021)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—College Role, *Cooperative Education, Higher Education, Industrial Training, In-plant Programs, Inservice Education, *Nonschool Educational Programs, Professional Associations, *Professional Continuing Education, Professional Development, *School Business Relationship, *Staff Development

Identifiers—*Corporate Education

Perspectives on cooperative programs between higher education and business and professional associations are presented in three papers. In "New Frontiers for Higher Education: Business and Professions," K. Patricia Cross traces three alternatives for higher education in its relationships with other adult education providers: parallel operations, competition, or cooperation. Presently there are degree-granting corporation programs that accept nonemployees as students and inservice programs of industrial firms that accept only employees. Four models of cooperation with industry that range from industry's to higher education's control over content and teaching methods are described, and existing cooperative programs are identified. In "A Role for Colleges in Corporate Training and Development," Ernest A. Lynton describes the needs for education in the corporate sector, the types of programs currently used, and opportunities for improvement. Taking a corporate viewpoint, he argues for pedagogical and organizational changes in the university to strengthen educational partnerships with industry and discusses the benefits that will result for both corporations and higher education through improved cooperative programs. In "Partnerships in Continuing Education for Professionals," Philip N. Nowlen and Milton R. Stern consider the scope of professional continuing education, providers of professional education, different learning modes and settings, and advantages and problems of cooperative programs between higher education institutions and professional associations. Advantages include an improved association program, greater awareness of university capabilities, the generation of collegiality between association and university personnel, and improved professional competence. (SW)

ED 213 326 HE 014 784

Part-Time Faculty in Colleges and Universities. 1981 Current Issues in Higher Education, No. 4.

American Association for Higher Education, Washington, D.C.

Pub Date—81

Note—21p.; Selected papers presented at the Annual National Conference of the American Association for Higher Education (Washington, DC, March 1981).

Available from—American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036 (\$3.50 plus postage and handling).

Pub Type—Opinion Papers (120) — Collected Works - Proceedings (021)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Collective Bargaining, *College Faculty, Community Colleges, Consultation Programs, Court Litigation, *Faculty College Relationship, *Faculty Development, Grievance Procedures, Higher Education, Inservice Teacher Education, *Legal Problems, *Part Time Faculty, Professional Associations, Retrenchment, *Teacher Characteristics, Teacher Effectiveness, Teacher Employment Benefits, Teacher Orientation, Tenure

Identifiers—Vista College CA, West Virginia

Characteristics of part-time faculty, the legal position of part-time faculty, faculty development for part-timers, and other concerns are addressed in four papers. Thomas A. Emmet mentions the activities of some higher education associations with regard to the part-time employment issue and identifies 10 considerations for practices for these staff. In "Who Are the Part-Timers and What are Colleges Doing for Them?" Howard P. Tuckman and Barbara H. Tuckman deal with the background and taxonomy of part-time employment in higher education. Seven categories of part-timers are identified: hopeful full-timers, full-mooners, homeworkers, students, part-mooners, semi-retired, and part-unknowners. Fringe benefit programs, grievance procedures, retrenchment and changing educational demands, and carrying forward the college's mission are also addressed. In "The Legal Position of Part-Time Faculty," John Andes considers legal issues pertaining to part-time faculty, including questions of liberty and property rights, contract requirements, collective bargaining rights, and tenure. Findings from a survey of West Virginia institutions and court cases are also considered. In "Faculty Development for Part-Timers," Richard Bagwell and Ione Elioff discuss how Vista College, a part of the Peralta Community College district in California, handled orientation and inservice development for part-timers. After a survey of 408 current or recent Vista faculty, a faculty development program was designed to increase both teaching effectiveness and a sense of affiliation of the college's faculty. Components included an orientation meeting, seminars, teaching and learning consultants, and a faculty journal. (SW)

ED 213 327 HE 014 785

New Technologies for Higher Education. 1981
Current Issues in Higher Education, No. 5.
American Association for Higher Education, Washington, D.C.
Pub Date—81

Note—22p; Selected papers presented at the Annual National Conference of the American Association for Higher Education (Washington, DC, March 1981).

Available from—American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036 (\$3.50 plus postage and handling).

Pub Type—Opinion Papers (120) — Collected Works - Proceedings (021)
EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Students, Broadcast Television, Cable Television, *Computer Assisted Instruction, Consortia, *Delivery Systems, Educational Change, *Educational Technology, Extension Education, *Higher Education, Intercollegiate Cooperation, Microcomputers, Models, Nontraditional Education, Open Universities, Part Time Students, Teacher Role, Technological Advancement, *Telecommunications, *Telecourses
Identifiers—*Open University (Great Britain)

The applications of telecommunications technology, computers, and other technologies are addressed in five papers. In an overview, Raymond J. Lewis, Jr. suggests that colleges and universities are finding that telecommunication technologies offer cost effective ways of reaching adult learners, and that open broadcast television has been the primary vehicle for reaching off-campus students. In "What Makes a Telecourse?" Roger A. Pool discusses television programs for instruction, the study guide, textbooks and reading, examinations, assignments, support services, and important new roles for the course instructor. In "Curriculum Issues in Telecommunications," Adele F. Seeff cites models of the educational use of telecommunications and describes the telecourse delivery system and full curriculum for off-campus students at the British Open University. A national consortium that is developing an American analogue is also described. In "Administration Issues in Telecommunications," Marlowe Froke suggests three major models by which new developments may be evaluated for inclusion in existing higher education institutions: the instructional services model, the miscellaneous model, and the open-learning model. In "Adapting to the Computer Revolution," John H. Strange suggests that the computer revolution is important to higher education because it will change the nature of work in society and will increasingly become a personal tool available to many people and will provide new means for transmitting data and instruction to the population without regard to their

location. Additionally, business is beginning to invest in the use of computers for employee instruction and there will be an increasing amount of instructional software available. (SW)

ED 213 328 HE 014 789

Omelich, Carol L. Covington, Martin V.
Do the Learning Benefits of Behavioral Instruction Outweigh the Psychological Costs?

Pub Date—Apr 81

Note—26p; Paper presented at the Annual Meeting of the Western Psychological Association (Los Angeles, CA, April 1981). For related document see HE 014 790.

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Behavioral Objectives, *Course Evaluation, Educational Research, *Failure, *Grading, Higher Education, Learning Experience, Learning Motivation, *Mastery Learning, *Student Attitudes, Student Motivation, Teaching Methods

An investigation was undertaken of end-of-course reactions of students who experienced varying numbers of test-taking failures during an introductory psychology course presented under two different formats: a mastery structure (multiple study/test options and absolute grading standards) and a conventional structure (one try on each midterm with relative standards). The subjects were 74 students who experienced subjective failure on both of two midterms under conventional circumstances and 145 students who failed two, three, or four times under conditions of repeated test opportunities. To assess the impact of accumulating failures, students responded to a final course evaluation form consisting of 28 questions. Subsequent factor analysis reduced these responses to six factors. Because students took more tests under the mastery condition, more subjective failure incidents were reported. Yet despite the greater absolute number of failure experiences, there was no greater deterioration of feelings of personal control, achievement orientation, or sense of enjoyment. Overall, the mastery students expressed significantly greater confidence and aspirations and assessed the system as more fair. Path analysis identified the cause of the continuing positive motivation as increased objective performance, which itself depends on the multiple study/test option. It is concluded that as long as students show increasing objective performance, short-lived failures along the way play little part in determining overall course evaluation. Behavioral instruction appears to be a beneficial system for all students, especially for slow learners. (Author/SW)

ED 213 329 HE 014 790

Omelich, Carol L. Covington, Martin V.
Why Does Behavioral Instruction Work? A Component Analysis of Performance and Motivational Outcomes.

Pub Date—Apr 81

Note—27p; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 1981). For related document see HE 014 789.

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, *Behavioral Objectives, Course Evaluation, Criterion Referenced Tests, Educational Research, *Grading, Higher Education, *Learning Motivation, *Mastery Learning, Non Referenced Tests, Retention (Psychology), Self Concept, Student Attitudes, *Teaching Methods

Two fundamental components of behavioral instruction were investigated: the reported testing feature and absolute performance standards. The component analysis was conducted by offering an undergraduate psychology course simultaneously along two dimensions: grading systems and number of study/test cycles. The 425 college student subjects were randomly assigned either to a norm-referenced or criterion-referenced grading condition and to either a one-test or two-test condition. Three types of educational outcomes were investigated: acquisition of subject matter material, subsequent retention, and student motivation and course evaluation responses. The final test performance of students under the mastery paradigm was found to be superior to that of students operating under the traditional system. Multiple-trial students performed and retained significantly better than did one-test students, regardless of grading standards

employed. A mastery learning paradigm fostered higher personal grade aspirations and confidence, as well as a greater sense of system fairness and responsiveness to effort, regardless of self-concept level. The relative influence on performance and motivation of number of trials, grading standards, and self-concept were assessed using path analysis, which confirmed that increased acquisition forms a primary causal link between multiple testing and enhanced motivation, which in turn leads to higher subsequent performance. It is concluded that behavioral instruction is an effective instructional technique and that the repeated test feature is the major influence in mastery-learning superiority, although absolute standards did contribute to positive course evaluations. (SW)

ED 213 330 HE 014 791

Leavengood, Leo And Others
The 60 and Over Tuition Waiver Programs: Who Comes? Who Stays?

Pub Date—Nov 81

Note—19p; Paper presented at the Annual Meeting of the Gerontological Society and the Canadian Association on Gerontology (November 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Access to Education, *Adult Students, College Attendance, Dropouts, *Free Education, Higher Education, Nontraditional Students, *Older Adults, Open Enrollment, *School Holding Power, School Orientation, Self Evaluation (Individuals), Student Attitudes, *Student Characteristics, *Tuition

Identifiers—*University of South Florida

Characteristics and perceptions of participants in the Senior Citizen Tuition Waiver Program at the University of South Florida (USF) were studied, along with factors important to continuation in the program. Questionnaires were mailed to senior citizens (over 60 years old) using the waiver on all four USF campuses during the first two quarters of its implementation, fall 1980 and winter 1981. The general demographic picture of the senior citizen using the tuition waiver at USF is that the majority are married, have a college education, have an income of \$15,000 or more, and are fully retired. Of the demographic characteristics, age, sex, and marital status did not make a significant difference in whether a senior returned. The majority of those who had undergraduate and graduate backgrounds did not return. There was a significant difference in the annual income: 53.1 percent of the nonreturnees had an income of \$10,000 or more, while only 29.5 percent of the returnees had an income of this amount. Those who did not return worked more often either part- or full-time than those who did return for studies. While self-perception of age varied little between returnees to nonreturnees, the nonreturnees evaluated themselves as higher in physical health, physical activity, mental activity, social activity, and community involvement. This pattern suggests that returning students, as a group, may be more dependent on the educational program for satisfying personal needs, while the nonreturnees have a wider range of outside activities and support. Twice as many of the returnees attended orientation-registration than did nonreturnees. Recommendations concerning publicity and orientation-registration are offered, and a bibliography is appended. (SW)

ED 213 331 HE 014 795

Davison, Richard L.
Fall 1981 Enrollments, North Dakota Institutions of Higher Education.

North Dakota Postsecondary Education Commission, Bismarck.

Spons Agency—Department of Education, Washington, D.C.

Pub Date—Dec 81

Note—88p.

Available from—North Dakota Postsecondary Education Commission, Bismarck, ND 58505.

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—College Credits, *Enrollment Trends, Full Time Equivalency, Full Time Students, Geographic Location, Graduate Students, *Higher Education, In State Students, Out of State Students, Part Time Students, Private Colleges, School Surveys, State Colleges, State Surveys, *Student Characteristics, Two Year Colleges, Un-

dergraduate Students Identifiers—*North Dakota

Data on fall 1981 enrollments of North Dakota colleges and universities are presented. Institutional data include: headcount enrollment; full-time enrollment; total student credit hours of part-time students; full-time equivalent enrollments of part-time students; total of full-time equivalent enrollments based on total student credit hours by level of student; nonresident headcount undergraduate enrollment by state; graduate and professional residence for North Dakota students; total in-state enrollment by county of origin; institutional enrollment by county of origin; headcount enrollments at North Dakota colleges by citizenship, veteran status, sex, marital status, and transfer status; headcount enrollments by campus residence; headcount of majors by colleges and universities (excluding graduate, professional, and two-year programs); one- and two-year programs; headcount enrollments of graduate and professional programs; and total student credit hours produced by course level by student level. Definitions of terms are also presented. (SW)

ED 213 332

HE 014 796

Kramer, Rena

A Profile of the Fall 1979 Freshmen at CUNY.
City Univ. of New York, N.Y. Office of Institutional Research and Analysis.
Pub Date—Oct 80
Note—45p.

Available from—Office of Institutional Research and Analysis, the City University of New York, NY 10021.

Pub Type—Numerical/Quantitative Data (110)—
Reports—Research (143)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Admission Criteria, *College Applicants, *College Freshmen, *Community Colleges, Developmental Studies Programs, Economically Disadvantaged, Educationally Disadvantaged, *Enrollment Trends, Full Time Students, Higher Education, Open Enrollment, Part Time Students, *State Universities, Trend Analysis, Tuition, Upper Division Colleges

Identifiers—*City University of New York

A profile of the fall 1979 first-time freshmen at the City University of New York (CUNY) is presented and comparisons are made with the fall 1975 and 1976 classes. In fall 1976, tuition was imposed for the first time and new admissions criteria were set. In comparison to fall 1976 enrollments, the number of first-time freshmen enrollment at CUNY in fall 1979 increased 12 percent overall, 20 percent at the senior colleges and seven percent at the community colleges. At the senior colleges, freshman enrollment is still 37 percent below the fall 1975 pre-tuition and preadmission criteria level, but at the community colleges, freshman enrollment is at the 1975 level. Information is provided for the specific colleges. At the senior colleges, 79 percent of the regular freshmen meet the admission criteria, while the community colleges have no high school grade point average cutoff level required for admission. Information is provided on freshman enrollment in two programs—SEEK and College Discovery (CD)—which are designed to help economically, educationally, and socially disadvantaged students. At CUNY, 99 percent of the SEEK/CD freshmen, 91 percent of the regular senior college freshmen, and 82 percent of the regular community college freshmen are full-time students. The average full-time freshman is enrolled for 14-15 credits and/or equated credits. The average part-time freshman is enrolled for seven credits and/or equated credits, including one compensatory/remedial hour at senior colleges and three compensatory/remedial hours at community colleges. The number of freshman applicants to CUNY senior has declined by 15 percent since 1976, while the number applying to CUNY community colleges has increased by 12 percent. (SW)

ED 213 333

HE 014 797

Kaufman, Barry And Others

Outcomes of Educational Opportunity: A Study of Graduates from the City University.
City Univ. of New York, N.Y. Office of Institutional Research and Analysis.
Pub Date—Oct 81
Note—99p.

Available from—City University of New York, Office of Institutional Research and Analysis, 535 East 80th Street, New York, NY 10021.

Pub Type—Reports - Descriptive (141) — Tests/Questionnaires (160)

EDRS Price—MF01/PC04 Plus Postage.

Descriptors—Access to Education, Associate Degrees, Bachelors Degrees, *College Attendance, *College Graduates, Economically Disadvantaged, Educationally Disadvantaged, *Employment Patterns, Females, Followup Studies, Graduate Surveys, Higher Education, Institutional Research, Minority Groups, *Outcomes of Education, *Public Education, *Student Characteristics, Student Experience, *Urban Universities

Identifiers—*City University of New York

Experiences of students while attending the City University of New York (CUNY) and their status approximately one year after graduation were studied with a sample of June 1979 graduates. About a 60 percent response rate to the questionnaire, which is appended, was obtained. It was found that 47 percent of associate degree graduates and 31 percent of baccalaureate degree graduates were minority group students, and these proportions closely approximate the enrollment of minorities in CUNY; women are in the majority among the graduates, constituting 64 percent of associate degree recipients and 55 percent of bachelor degree recipients; and a substantial proportion of the graduates (38 percent) are over 25 years old. Significant numbers of the graduates entered the university with poor academic preparation, and the university serves as an important channel of upward mobility for many of its students. Almost two-thirds of the graduates came from homes where neither parent had attended college; one-fifth of the graduates were from homes where the highest level of education was elementary school. Additional characteristics of the students include: 70 percent or more required financial aid for college; almost one-fifth of bachelor graduates and one-fourth of associate graduates worked full-time while attending college; more than three-quarters of the students were married while attending the university; many students attended college part-time; 46 percent of associate graduates and 33 percent of bachelor graduates enrolled in degree programs within a year after graduation; nearly three-quarters of the graduates were employed full-time at the time of the survey; and only five percent were neither working nor enrolled in school. A questionnaire is appended. (SW)

ED 213 334

HE 014 798

The Challenges Ahead: A Planning Agenda for California Postsecondary Education, 1982-1987.
California State Postsecondary Education Commission, Sacramento.

Report No.—CPEC-81-25

Pub Date—Nov 81

Note—43p.; For related document see HE 014 799.
Available from—California Postsecondary Education Commission, 1020 12th Street, Sacramento, CA 95814.

Pub Type—Reports - Descriptive (141)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Academic Standards, *Access to Education, Accountability, College Administration, *College Planning, Educational Objectives, *Educational Quality, Enrollment Trends, Financial Problems, Nontraditional Students, *Postsecondary Education, *Statewide Planning, Undergraduate Study

Identifiers—*California

California's goals for postsecondary education and major environmental factors that influence the attainment of these goals are reviewed. Goals stated by the California Postsecondary Education Commission are to provide access for residents to participate in the type of undergraduate education for which they are qualified, without restrictions due to their background; to provide institutions and programs that provide excellent instruction, research, and public service; and to manage finances and programs in a manner that will facilitate access and promote excellence. Attention is directed to major problems likely to confront California's colleges and universities over the next five years including economic factors (such as state funding), demographic influences (such as the decline in the college-age population) or sociopolitical concerns. External environmental forces affecting postsecondary education in the state include: an aging population, a majority of minorities, and increasing energy costs. Internal environmental factors include enrollment-derived funding formulas, tenure, and collective bargaining. Nine priorities for 1982-86 are as follows: improved planning and program review, improving student preparation and skills, protecting

the integrity of degrees and other credentials, improving access for underrepresented groups, controlling financial barriers to access and choice, conserving the resources of independent education, ethical recruitment and student choice, financial support and management practices, and selective review of master plan provisions. Commission reports relevant to planning for 1982-87 are summarized and an annotated bibliography is appended. (SW)

ED 213 335

HE 014 799

The Challenges Ahead: Issues in Planning for California Postsecondary Education, 1982-1987.
California State Postsecondary Education Commission, Sacramento.

Report No.—CPEC-81-26

Pub Date—Nov 81

Note—168p.; For related document see HE 014 798.

Available from—California Postsecondary Education Commission, 1020 12th Street, Sacramento, CA 95814.

Pub Type—Reports - Descriptive (141)

EDRS Price—MF01/PC07 Plus Postage.

Descriptors—Affirmative Action, Collective Bargaining, College Faculty, *College Planning, College Students, *Educational Finance, Faculty Development, Faculty Mobility, Government Role, Government School Relationship, Nontraditional Students, Part Time Faculty, *Postsecondary Education, *State Aid, *Statewide Planning, Student Characteristics, Student Needs, Teacher Retirement

Identifiers—*California

Background papers for the California Postsecondary Education Commission's five-year plan (1982-87) are presented. The first paper, "Planning for the Eighties," discusses the need for planning, delineates the essential elements of planning, describes the segmental and statewide planning processes in California, and notes existing barriers to more effective planning. Financial issues, including the most current information available on sources of funds for California colleges and universities, the role of the state in financing postsecondary education, and issues regarding this role that pose problems for the future, are addressed. A discussion of students summarizes trends in student needs and characteristics and raises questions about institutional obligations and policies toward students in light of these trends. In regard to faculty, four topics are considered: collective bargaining; affirmative action; the role of part-time faculty; and faculty mobility, development, and retirement. The fifth paper reviews the major problems likely to confront California's colleges and universities over the next five years, including economic factors (such as state funding), demographic influences (such as the decline in the college-age population), and socio-political concerns. External environmental forces affecting postsecondary education in the state include: an aging population, a majority of minorities, inadequate preparation for college, continued inflation, and increasing energy costs. Internal environmental factors include: enrollment-derived funding formulas, tenure, collective bargaining, the new student clientele, and centralization of authority. A bibliography is appended. (Author/SW)

ED 213 336

HE 014 800

Donny, William F.

Postgraduation Activities: All Degree Levels in Pennsylvania, 1980.
Pennsylvania State Dept. of Education, Harrisburg.
Bureau of Research and Evaluation.

Pub Date—Nov 81

Note—90p.

Available from—Pennsylvania Department of Education, Division of Research and Evaluation, Bureau of Planning, Research, Evaluation and Dissemination, Harrisburg, PA.

Pub Type—Reports - Descriptive (141)—Numerical/Quantitative Data (110)

EDRS Price—MF01/PC04 Plus Postage.

Descriptors—Bachelors Degrees, *College Graduates, *Degrees (Academic), Demand Occupations, Doctoral Degrees, *Education Work Relationship, *Employment Patterns, *Graduate Study, Graduate Surveys, Higher Education, *Majors (Students), Masters Degrees, Occupational Surveys, Part Time Employment, Place of Residence, Private Colleges, Professional Education, State Colleges, Unemployment

Identifiers—*Pennsylvania

The employment of graduates of all degree levels

in Pennsylvania institutions of higher education was assessed in 1980, based on data for 48,162 graduates, or 54.3 percent of the graduates at all degree levels. Attention was directed to the proportions of graduates in each degree field and level: (1) employed in their fields of preparation, (2) employed in another field, (3) employed in Pennsylvania, (4) unemployed, or (5) pursuing advanced degrees. Differences in three postgraduation activities were determined by institutional type: state colleges and universities, state-related, private state-aided, and independent colleges and universities. Comparisons to 1979 findings were also made. It was found that in 1980 full-time employment for graduates at all five degree levels decreased by 0.2 percent over 1979. Unemployment and part-time employment increased by 0.7 percent and 0.2 percent respectively in 1980, while those pursuing advanced degrees decreased by 0.6 percent for graduates at all degree levels. At the bachelor's level employment was highest for graduates of health professions, engineering, and computer sciences. Lowest initial employment was found among graduates of social sciences, interdisciplinary studies, psychology, area studies, and physical and biological sciences. At the master's, doctoral, and first-professional degree levels, the proportion of graduates with full-time employment ranged from 84 to 95 percent. A relatively higher percentage of associate, bachelor's, and master's graduates employed in Pennsylvania is due to a higher regional demand for these degrees in contrast to doctoral and first-professional level graduates. (SW)

ED 213 337 HE 014 801
Operating Institutions of Higher Education in Pennsylvania Legally Authorized to Grant Degrees.

Pennsylvania State Dept. of Education, Harrisburg, Bureau of Information Systems.

Pub Date—Nov 81

Note—31p; Not available in paper copy due to small print.

Available from—Pennsylvania Department of Education, 333 Market Street, P.O. Box 911, Harrisburg, PA 17108.

Pub Type—Reference Materials - Directories - Catalogs (132)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Accreditation (Institutions), *Church Related Colleges, Community Colleges, *Degrees (Academic), Higher Education, *Institutional Characteristics, *Private Colleges, Proprietary Schools, School Surveys, *State Colleges, State Surveys, State Universities, Technical Institutions, Two Year Colleges

Identifiers—*Pennsylvania

For degree-granting colleges and universities in Pennsylvania, information is provided on accreditation, highest degree awarded, calendar system, student body (coeducational or single-sex), location, telephone, and chief executive officer. This information is provided for 211 institutions, including 14 state colleges and universities; four state-related commonwealth universities; 14 community colleges; 12 private state-aided institutions; 96 private colleges, universities, and seminaries; nine private junior colleges; 54 proprietary schools; one state school of technology; and seven other institutions, including clusters of the Nova University of Technology. (SW)

ED 213 338 HE 014 802
Scollon, Ron

Human Knowledge and the Institution's Knowledge. Communication in Patterns and Retention in a Public University. Final Report (October 1, 1980 - December 31, 1981).

Alaska Univ., Fairbanks. Center for Cross-Cultural Studies.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Dec 81

Grant—NIE-G-80-0185

Note—30p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Alaska Natives, College Environment, College Students, *Cultural Differences, Higher Education, Institutional Research, Interpersonal Relationship, *Knowledge Level, Language Usage, Minority Groups, Psycholinguistics, Social Behavior, *Sociolinguistics, Student Attitudes, *Student Attrition, *Student College Relationship, Student Teacher Relationship, Verbal

Communication

Identifiers—*University of Alaska Fairbanks

The high attrition rate of Alaska Native students at the University of Alaska, Fairbanks, was evaluated as an example of the broader issue of the responsiveness of a large bureaucratic institution to an environmental population that is different from it in world view. It was found that the phrasing of the problem as a problem of retention was in itself a major means by which the institution limited its capacity to understand the issue. It was learned that the fundamental conflict was between what is called "the institution's knowledge" and "human knowledge." The institution's knowledge characterizes the relationships between individual members or clients that are governed by institutional considerations. Human knowledge characterizes the relationships between members or clients that are governed by human interpersonal considerations. By framing the problem as a problem of retention, the institution was incapable of perceiving the issue from the point of view of the Alaska Native students. As a further approach to indicate the difference between the two areas of knowledge, attention was directed to what students and faculty offered as explanations of behavior. It was found that Alaska Native students were skeptical regarding the use of analytical categories as explanations of behavior. It is suggested that this is a sophisticated view of a dimension of human behavior not attended to in Western behavioral and social sciences. Attention was also directed to conventions of expression and interpretation of the spoken and written word. Preliminary findings of a classroom experiment designed to increase the amount of human knowledge given to students about the teacher by himself are reported. Additional analysis and a bibliography are appended. (SW)

ED 213 339 HE 014 803
Fifteenth Annual Rank-Order Distribution of Administrative Salaries Paid, 1981-1982.

Arkansas Univ., Fayetteville. Office of Institutional Research.

Pub Date—31 Dec 81

Note—125p.

Available from—University of Arkansas, Office of Institutional Research, Fayetteville, AR.

Pub Type—Numerical/Quantitative Data (110)—Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Administrators, College Administration, Comparative Analysis, *Compensation (Remuneration), Deans, Higher Education, Multicampus Colleges, *Salaries, School Surveys, *State Universities, Trend Analysis

Administrative salaries in 1981-82 in 132 state-supported universities in 45 states and 31 university systems in 24 states were surveyed. Only full-time administrators were included but their responsibilities and functions range from the director of a single office to the university president. To provide anonymity, the universities are not identified with their salaries; however, an asterisk indicates that a salary is from a university that is a member of the National Association of State University and Land-Grant Colleges. The first section provides the ranking of salaries paid among all participating universities. The second section is a series of tables showing the salaries paid among the 132 participants arranged into the nine regions defined by the Equal Employment Opportunity Commission (the New York and Boston regions are combined). The responding universities in each region are enumerated at the beginning of the section. The third section is a table of salaries paid to university system officers. For purposes of the survey, a university system is defined as one which has a separate administrative structure for a system of multiple general academic institutions, at least one of which has offerings at the doctorate-granting level. The 1981-82 survey resulted in adding two positions to the system officers categories: Associate Vice President of Development and Associate Vice President for Academic Affairs. Additionally, three dean positions have been added to the overall list: Dean of Dentistry, Dean of Health Professions, and Dean of Public Affairs. Information is also provided to indicate a salary that is being paid for a position with a dual function. Salary rank ordering facilitates comparisons among universities. (SW)

ED 213 340

Kuh, George D.

Indices of Quality in the Undergraduate Experience. AAHE-ERIC/Higher Education Research Report No. 4.

American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—81

Contract—400-77-0073

Note—50p.

Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036 (\$4.00 members, \$5.50 nonmembers).

Pub Type—Information Analyses (070)—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Environment, College Role, *Educational Assessment, Educational Benefits, *Educational Quality, *Evaluation Criteria, Evaluation Methods, *Higher Education, Institutional Characteristics, *Outcomes of Education, Student Characteristics, Student Development, Student Teacher Relationship, *Undergraduate Study

Indices and manifestations of quality in undergraduate education are considered and a four-part framework is developed. Context indices represent institutional characteristics that remain relatively stable over time (e.g., expenditures per student and size of student body), while input indices reflect characteristics of entering students (e.g., ability and aspirations). Manifestations of quality are evidenced by involvement and outcome indices; the former characterize interactions between and among students and faculty, such as satisfaction and frequency of contact, and the latter reflect intended products or unintended effects associated with college attendance, such as persistence, academic achievement, and alumni attainments. Commonly used context indicators of quality include size (number of undergraduate students), clarity and consistency of institutional purpose, student living environments, salaries, and decision-making strategies. The following input indices have been used to indicate quality: student ability, biographical characteristics of students, and nonintellectual characteristics. Commonly used involvement indices have been instructional activities and informal student teacher interaction. The most often used outcome indices as manifestations of quality have included persistence, student achievement, intellectual and social/emotional development of students, and alumni achievements. Both quantitative and qualitative methodological approaches to quality assessment and societal trends influencing the need for quality indicators are briefly reviewed. These trends include declining enrollments and financial constraints. A bibliography is appended. (SW)

ED 213 341 HE 014 806

The W.K. Kellogg Foundation Program for the Development of Team Leadership at an Urban University. Final Report. (January, 1976-February, 1978).

Akron Univ., Ohio.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Pub Date—78

Note—68p; For related documents, see HE 014 865-867. Some pages may not reproduce clearly.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Administrator Role, Administrators, Change Agents, College Administration, College Faculty, College Planning, *College Role, Cooperative Planning, *Decision Making, Faculty Development, Governance, Higher Education, Interprofessional Relationship, *Leadership Training, *Teacher Administrator Relationship, Teamwork, Urban Areas, *Urban Universities

Identifiers—*Participative Management, *University of Akron OH

The experiences of the W.K. Kellogg Foundation Program for the Development of Team Leadership at an Urban University as implemented at The University of Akron are described. A brief overview is presented of the goals and objectives of the program and the following activities: full-day class sessions meeting once a week for eight weeks; task forces; internships; resource groups; breakfast forums; evaluation; dissemination; and several smaller-scale

programs, including a two-day retreat. These activities were designed to emphasize three major thrusts: intragroup and intergroup interaction and communication; understanding the structure and dynamics of university organization; and understanding issues in higher education and their application to The University of Akron as an urban institution. Two premises underlying program goals are as follows: (1) leadership needs of universities can better be served through the concept of functional team leadership with final decisions provided by the top decision-makers; and (2) team leadership development programs can be useful to other universities interested in similar changes. Both formative and summative evaluations were conducted to provide assessments of each program component as it occurred and to provide an assessment of the overall effectiveness of the program. Recommendations regarding each of the program components, future plans, and findings that might be helpful for other institutions are presented, and a chart that outlines the program activities and the overall program goals and objectives is appended. (SW)

ED 213 342 HE 014 807

Casteen, John T. III
Reforming the School-College Curriculum: Raising Academic Expectations.

Southern Regional Education Board, Atlanta, Ga.
Pub Date—Jan 82
Note—9p.

Available from—Southern Regional Education Board, 1340 Spring Street, N.W., Atlanta, GA 30309.

Journal Cit—Regional Spotlight; v13 n4 Jan 1982
Pub Type—Collected Works - Serials (022) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Standards, Aptitude Tests, Articulation (Education), *College Curriculum, *College Preparation, College School Cooperation, Competency Based Education, *Curriculum Development, *Educational Change, Educational History, Educational Quality, General Education, Higher Education, *Secondary School Curriculum

Identifiers—Harvard University MA, Project Equality

Perspectives concerning the need to reform high school and college curricula and college admission standards are considered. Until the early 1960s, most U.S. colleges offered a traditional curriculum in the lower division, with emphasis on certain skills, such as writing and arithmetic reasoning, and also on communicating certain basic cultural values. Beginning about 1960, the traditional curriculum was displaced by the general education curriculum, which allowed students to choose within broad rubrics what kind of competence they would develop in college. There was a general reaction against mathematics and science, and foreign language requirements disappeared in many schools. The core curriculum movement, which was influenced by developments at Harvard University, concentrates on specific and discrete skills that can be measured in reliable ways. The assumption is that the first year of study should be basically remedial, after which students should reach a level of competence that will allow them to advance to a complex second-year program that prepares students for a major program. There is a direct connection between this kind of curriculum and the efforts to reform the high school curriculum. The Southern Regional Education Board's views on the need for quality are presented in excerpts from "The Need for Quality," and the College Board's Project Equality is described. The Board is trying to redefine the core academic competencies that ought to be taught in high school and construct an academic curriculum to prepare students for college. Additionally, the following concerns of legislators are discussed: higher education's role in improving the quality of high schools; and the validity of scholastic aptitude test scores. (SW)

ED 213 343 HE 014 809

Adviser's Manual of Federal Regulations Affecting Foreign Students and Scholars.
National Association for Foreign Student Affairs, Washington, D.C.

Pub Date—82

Note—128p.

Available from—National Association for Foreign Student Affairs, Publications Order Desk, 1860 19th Street, N.W., Washington, DC 20009.

Pub Type—Guides - Non-Classroom (055) — Ref-

erence Materials - Directories/Catalogs (132) — Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*College Faculty, Counseling, Eligibility, Federal Legislation, *Federal Regulation, *Foreign Nationals, *Foreign Students, Foreign Workers, Higher Education, *Immigrants, Refugees, Student Exchange Programs, Study Abroad, Teacher Exchange Programs, Travel Identifiers—*Immigration and Nationality Act 1965

A manual of U.S. immigration law and regulations pertaining to foreign students and scholars is presented to assist foreign student advisers. Overall topics include nonimmigrant status, student (F) status, exchange visitor (J) status, temporary worker or trainee (H) status, other nonimmigrant classes, and immigrant status. Specific areas include: passports, visas, arrival-departure record (Form I-94), alien registration and address report, extension of temporary stay, change of nonimmigrant classification, voluntary departure, departure, issuance of form I-20 to F-1 students, elimination of duration of status, maintenance of status, employment, visits abroad and reentry, change of status, departure or termination of status, spouse/dependent (F-2) status, issuance of Form IAP-66 for exchange visitors, two-year home country residence requirement, special factors governing participants in medical fields, exchange visitor dependents (J-2), H-1 and H-2 temporary worker status, H-3 trainee status, H-4 dependent status, nonimmigrant classification less commonly encountered in educational institutions (e.g., diplomats, visitors for business or pleasure), change of nonimmigrant classification, the Immigration and Nationality Act as Amended, the selection system (qualitative standards, numerical limitations, the preference system, ineligibility for immigrant status, and procedures for establishing qualifications for immigrant status), labor certification, appeals and reconsideration, deportation, and refugees and asylum. Appended materials include a fee schedule, sample forms, a map of immigration and naturalization service regional and district areas, a list of visa issuing posts, and a bibliography. (SW)

ED 213 344 HE 014 811

Craig, Bruce M.

An Analysis of Characteristics of Education Institutions Supported by AoA for Planning and Development of Instructional Programs in Aging.

Pub Date—9 Nov 81

Note—34p.; Paper presented at the Joint Annual Meeting of the Canadian Association of Gerontology and the Gerontological Society of America (Toronto, Ontario, Canada, November 9, 1981).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120) — Historical Materials (060)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Aging (Individuals), *College Programs, Federal Aid, *Gerontology, Government School Relationship, *Grants, *Health Personnel, Higher Education, *Institutional Characteristics, Older Adults, Professional Associations, Professional Education, *Public Policy, Training Identifiers—*Administration on Aging

The institutional characteristics of postsecondary colleges and universities that were successful in all Administration on Aging (AoA) grant program competitions for career training or personnel in aging through the 1980-81 academic year are analyzed. The sustaining ability of first-time grantees in new AoA program competitions are compared to see if the advantage of prior funding varies by institutional categories. Additionally, the possible relationship between sustaining membership in the Association for Gerontology in Higher Education is examined as an indicator of institutional commitment to instructional programs in gerontology by comparing institutional and funding support characteristics of members and nonmembers among AoA grantees. It is suggested that some of the proposals advanced in recent years as alternatives to AoA's support of long-term training activity can be questioned, given the Reagan Administration's intent to reduce the size and status of the Department of Education and to reduce funding support for health professions training and general student financial assistance. Attention is directed to program transitions and funding history, the 1979 gerontology career preparation program competition, displacement impact of the new multidisciplinary

centers program, merging the old multidisciplinary center and career training program, and classifications of institutions that AoA is currently supporting. It is concluded that the ability of institutions to successfully compete in an open competition is linked to the size and duration of initial support by AoA as well as the size of student enrollment, auspices, and level of instruction offered. (Author/SW)

ED 213 345 HE 014 812

Monk, Abraham Kaye, Lenard W.

Knowledge, Attitudes, and Gerontological Work Preferences among Students of Religion.

Pub Date—9 Nov 81

Note—24p.; Paper presented at the Annual Meeting of the Gerontological Society of America (34th) and the Canadian Association on Gerontology (10th, Toronto, Ontario, November 9, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Development, *Aging (Individuals), Attitude Measures, *Church Related Colleges, College Graduates, College Students, Educational Gerontology, *Gerontology, Higher Education, Judaism, Knowledge Level, Older Adults, Religious Education, *Social Attitudes, *Student Attitudes

Attitudes toward aging among 142 full-time students and 216 graduates at three urban campuses of a religious college were assessed. Respondent subgroups included rabbis, educators, cantors, and communal service workers. Social attitudes were measured by the Aging Semantic Differential (Rosencranz and McNevin, 1969). Respondents rated 32 dimensions for two categories of people: young people between 15 and 25 years old and old people between 65 and 75 years old. Both respondent groups perceived older people to be more autonomous or independent than young people, while they were more positive in their attitudes toward the young than the old on the issue of capacity for goal achievement or effectiveness. Additionally, when all attitudinal measures are aggregated, younger people were given more positive ratings than the elderly by both students and graduates. The Facts on Aging Quiz (Palmore, 1977) also was administered to determine knowledge about aging. Students were least knowledgeable about the demography of aging, psychological stress and aging, boredom and old age, poverty, and religiosity in old age. Recent graduates displayed similar misconceptions. Students and graduates in the area of communal services obtained the highest scores, while those in the area of education obtained the lowest scores. It is recommended that more attention be given to learning about the human life cycle, age-related stresses, and societal changes. Additional recommendations are offered, and topical areas are suggested for the study of education, cantorial, rabbinical, and communal service students. A bibliography is appended. (SW)

ED 213 346 HE 014 814

University Benefits Survey, Part II (Pensions).

University of Western Ontario, London.

Spons Agency—Council of Ontario Universities, Toronto; Ontario Association of University Personnel Administrators, Toronto; Ontario Confederation of University Faculty Associations, Toronto.

Report No.—ISBN-0-88799-149-1

Pub Date—1 Nov 81

Note—48p.

Available from—Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ontario, Canada M5S 2T4.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*College Faculty, Comparative Analysis, Eligibility, Foreign Countries, Higher Education, Program Administration, *Retirement Benefits, *Teacher Retirement Identifiers—Annuities, *Ontario

The results of a survey of pension plans in 17 Ontario, Canada, universities are presented in terms of: type of plan; eligibility; member contributions; university contributions; benefits on normal retirement (age 65) and on early retirement (age 55); trustee and investment manager; and pension committee composition, responsibilities, and status. There are nine defined benefit plans, seven money purchase plans with minimum guarantees, and one

money purchase plan with no guarantees, although one university has a minimum guarantee for those who were age 45 and belonged to the old plan as of July 1970. All plans are eligible to full-time academic and nonacademic staff, except those plans for full-time faculty only at two universities. Contribution rates vary widely, and in all but four plans, university contributions at least match member contributions, but must also provide the benefits accruing under the plan. In seven plans, indexing for benefits is to a maximum two percent, and the annuity or benefit is normally payable for life but guaranteed 60 months in 12 plans. Benefit provisions on termination of employment and on death before and after retirement also are outlined. An example of calculation is shown in each case of the pension provided under a defined benefit formula or a minimum guarantee formula. Descriptions of terms and abbreviations used are provided. Information is provided for the following universities: Brock University, Carleton University, University of Guelph, Lakehead University, Laurentian University, McMaster University, Ontario Institute for Studies in Education, University of Ottawa, Queen's University, Ryerson University, University of Toronto, Trent University, University of Waterloo, University of Western Ontario, Wilfrid Laurier University, University of Windsor, and York University. (SW)

ED 213 347 HE 014 818

Douglas, Joel M., Ed.
Rights in Conflict: The Secrecy of the Tenure Vote.
City Univ. of New York, N.Y. Bernard Baruch Coll.
National Center for the Study of Collective Bargaining in Higher Education and the Professions.
Pub Date—Dec 81
Note—6p.

Available from—National Center for the Study of Collective Bargaining in Higher Education and the Professions, Baruch College, 17 Lexington Avenue, New York, NY 10010 (\$4.00).
Journal Cit.—National Center Newsletter; v9 n5 Nov-Dec 1981

Pub Type—Collected Works - Serials (022) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Freedom, *College Faculty, Confidentiality, *Court Litigation, Decision Making, *Disclosure, Higher Education, Legal Problems, *Peer Evaluation, *Tenure, Voting
Two court decisions regarding the right of secrecy of the tenure vote are analyzed: S. Simpson Gray v. Board of Higher Education, City of New York; and Dinnan, Blaubeurg v. Board of Regents of the University System of Georgia. In Gray, the Court found that faculty members serving on tenure committees could not be required to divulge how they voted and that a qualified privilege of academic freedom existed. The primary arguments raised by Gray centered upon the issue of unconstitutional racial discrimination. The Court concluded that the issues of disclosure must be balanced and adjudicated on an individual basis and decided that the confidentiality of the faculty peer review system needed to be protected. It was suggested that discovery of individual votes could have a substantial impact on expectations of confidentiality and, consequently, on the decision-making process that relates to granting or withholding tenure. In the Dinnan case, the Court reviewed the philosophic principles surrounding academic freedom as well as the legal requirements of disclosure. The Court held that open disclosure would help to promote responsible decision-making in tenure questions as it clearly sends the message to would-be wrongdoers that they may not hide behind academic freedom to avoid responsibility for their actions. Both professors Gray and Dinnan have filed appeals seeking to reverse the contradictory decisions of the federal courts. (SW)

ED 213 348 HE 014 819

Smock, Muriel
Human Services Curriculum in a Small College Setting.

Pub Date—1 Oct 81
Note—11p.; Paper presented at the Annual Meeting of the National Organization of Human Services Educators (Chicago, IL, October 1, 1981).
Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Associate Degrees, *Bachelors Degrees, *College Role, *Curriculum Development, Delivery Systems, Educational Benefits, Health Services, Higher Education, *Human Services, Internship Programs, *Program Development,

Program Length, Small Colleges, Social Sciences, State Colleges

Identifiers—*Kendall College IL

The experience of Kendall College, Illinois, a small liberal arts college, in developing a human services program is described. Attention is directed to the history of the college, the growth of the program, the curriculum content, and its benefits to both college and community. The associate degree program which admitted its first students in September 1975, entails the study of sociology, personality development, the causes of health and pathology, and service delivery. The human services foundation courses are interdisciplinary, bringing together behavioral science theory and service methods. For three of the four semesters, there is a field work requirement. The early development of the program found support both within and outside the college. The development of the bachelor of arts curriculum occurred within the context of institutional change in the college itself. The college was granted permission by the State Board of Higher Education to offer baccalaureate degrees in the areas of business studies, American studies, and the helping professions. Among the reasons for extending the human services program were that most of the A.A. graduates were planning to continue at four-year colleges, graduates were selecting related fields as their majors because there was not a baccalaureate program in human services, and students were having trouble in evaluations of their credits when transferring to other colleges. Based on three years of experience, the human services courses and internships are judged as teaching the generic core of human services well and in depth and still providing a background in the liberal arts. (SW)

ED 213 349 HE 014 821

Overall, J. U. Cooper, Terri L.
The Growth of Part-Time Faculty: Economic and Quality Considerations.

Pub Date—May 81
Note—12p.; Paper presented at the Annual Meeting of the Association for Institutional Research (Minneapolis, MN, May 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Business Administration Education, Comparative Analysis, Economic Factors, Educational Quality, *Full Time Faculty, Graduate Students, Higher Education, Intellectual Disciplines, *Part Time Faculty, Private Colleges, State Universities, Student Attitudes, *Student Evaluation of Teacher Performance, *Teacher Effectiveness

The question of whether students perceive full-time faculty as more effective than part-time faculty was studied near the end of each term during academic year 1979-80. Graduate business administration students at a comprehensive state university and a private research university evaluated the effectiveness of their courses and instructors. Average ratings on each item were calculated by class, and means of the combined rating averages by item by instructor type (full- or part-time) were calculated. Course and instructor ratings were further divided by subject field as either quantitative (accounting, economics, finance, and operations research) and nonquantitative (management theory, organizational theory, and social/legal aspects). At the comprehensive state university, no statistically significant differences between full-time and part-time faculty were found for any of the items in quantitative classes. In the nonquantitative courses, there were significant differences on items representing the rating dimension of "enthusiasm," "interaction," and "rapport." At the private research university, full-time faculty teaching quantitative classes were rated significantly higher than part-time faculty on items representing "enthusiasm," "learning," and "rapport." Full-time faculty teaching nonquantitative classes were rated significantly higher on all items but one. The results suggest that both groups tend to receive above average evaluations from their students, at least at the two institutions and subject areas involved. Implications for decision-making regarding the number of part-timers in a department are briefly considered. A bibliography is appended. (SW)

ED 213 350 HE 014 822

Graduate Medical Education and Military Medicine: Report of a Study by a Committee of the Institute of Medicine.

Institute of Medicine (NAS), Washington, D.C.
Spons Agency—Department of Defense, Washington, D.C.

Pub Date—Jul 81

Contract—MDA-903-80-C-0355

Note—108p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Armed Forces, Educational Quality, *Graduate Medical Education, Higher Education, Interviews, Labor Needs, *Labor Supply, *Military Personnel, Military Service, *Physicians, Recruitment, Scholarships

Graduate medical education (GME) in the military services was investigated with respect to the following concerns: the maximum capacity of each military medical department to conduct GME programs in its own hospital; how these programs affect the recruitment and retention of military physicians; and the optimal sizes of such programs. It is suggested that since the Navy and the Air Force are both approaching a new era in which physician shortages will no longer be a problem, the size of the GME programs—along with other physician manpower policies affecting recruitment, retention, promotion, and assignment of physicians—will have to be adjusted to function in a period of likely surpluses of physicians in many specialties. Based on site visits, it was concluded that all three military medical departments probably have expanded their GME programs to the maximum capacity (based on currently available facilities and resources, including staff and patients) or slightly in excess of maximum capacity in some cases. The optimal size of the GME program is a function of the availability of the numbers and kinds of military physicians needed. Since the pertinent circumstances of each of the three medical departments are different, no basis was seen for assuming that all three departments should be required to operate with the same proportion of their active duty medical officers in GME status. It is recommended that the Department of Defense withdraw its 1977 directive to the three military medical departments to limit the fraction of active duty physicians in militia; y GME assignments to not more than 20 percent of the active duty physicians strength in 1985. Maintaining high quality military GME and scholarships is addressed. A bibliography and sample interview guides are appended. (SW)

ED 213 351 HE 014 823

Christal, Melodie E., Ed.
Higher Education Planning and Budgeting: Ideas for the 80s. Contributed Papers for an NCHEMS Competition on State and Institute Financing.

Arizona Univ., Tucson.; National Center for Higher Education Management Systems, Boulder, Colo.

Pub Date—81

Note—147p.; Papers submitted as part of the University of Arizona Conference on Higher Education Finance.

Available from—National Center for Higher Education Management Systems, P.O. Drawer P, Boulder, CO.

Pub Type—Collected Works - Proceedings (021) — Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Budgeting, Building Operation, College Buildings, *College Planning, *Doctoral Degrees, Educational Assessment, Educational Finance, Educational Objectives, Financial Problems, Higher Education, Labor Supply, Liberal Arts, Models, Needs Assessment, Policy Formation, Prediction, Private Colleges, Retrenchment, *School Maintenance, Small Colleges, State Universities, *Teacher Retirement

Identifiers—*California, Florida, Oregon, Proposition 13 (California 1978), Schemata, *Strategic Planning

Practitioner papers and research papers on higher education planning and budgeting are presented. "Before the Roof Caves In: A Predictive Model for Physical Plant Renewal" by Frederick M. Biedenweg and Robert E. Hutson outlines a systematic approach that was used at Stanford University to predict the associated costs of physical plant maintenance over a period of years. "Academic Planning in the California State University and Colleges: The Aftermath of Proposition 13," by Sally K.

Lloyd describes the proposed and actual budgetary impacts of Proposition 13 on the California State University and Colleges and how the system responded to these impacts. In "Faculty Early Retirement: A Planning and Budgeting Issue in Higher Education," Barbara A. Mitchell outlines the steps taken in Oregon to determine faculty members' probabilities for retirement, the cost of alternative plans, and administrative, legal, and other concerns. "Policy-Impact Analysis: An Approach to Planning and Budgeting in Higher Education" by E. Raymond Hackett and James L. Morrison describes a four-stage model involving monitoring, forecasting, goal setting, and policy analysis and implementation. LaRue Tone Hosmer, in "Planning, Control and Motivation Systems: A Conceptual Framework," explains how planning, control, and motivation systems should not be considered separate entities in higher education. "Strategic Planning in the Small, Private, Liberal Arts College," by Raymond L. Siren reviews the literature on strategic planning, and "Doctoral Programs and the Labor Market, or How Should We Respond to the Ph.D. Glut?" by William Zumeta presents an approach to policy analysis in support of decisions about doctoral programs in state universities. (Author/SW)

ED 213 352 HE 014 836

AASCU Policy Statements: The International Responsibility of Higher Education; National Imperatives for Higher Education, 1982; Policy Statement on the Urban State College or University.

American Association of State Colleges and Universities, Washington, D.C.

Pub Date—81

Note—11p.

Available from—American Association of State Colleges and Universities, One Dupont Circle, Suite 700, Washington, DC 20036.

Pub Type—Reports - Descriptive (141) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Access to Education, *College Role, *Educational Policy, Educational Quality, *Federal Aid, Federal Government, Federal Regulation, Global Approach, Government School Relationship, *Higher Education, *International Education, International Educational Exchange, Position Papers, Professional Associations, State Colleges, Student Characteristics, Student Financial Aid, Study Abroad, Tuition Credits, Urban Education, *Urban Universities

Identifiers—American Association of State Colleges and Univs

Three policy statements of the American Association of State Colleges and Universities (AASCU) are presented. In "National Imperatives for Higher Education, 1982," attention is directed to strategies colleges and universities need to pursue to maintain and improve their quality, federal aid to education and research, access to higher education through low tuition and student aid, tuition tax credits and student aid, the need to preserve the Department of Education and other federal programs that provide assistance to higher education, and unreasonable regulation and intrusion from federal and state governments. In "Policy Statement on the Urban State College or University," focus is on the mission of the urban university, a profile of urban students, programs at these institutions, the contribution of urban universities, and their special needs. It is suggested that urban universities have faced an increasing range of responsibilities resulting from social, economic, and political forces that have reshaped urban living. In "The International Responsibility of Higher Education," attention is directed to the components of international education, and the meaning of the term "international-intercultural"; the purpose of international education; and the responsibility of colleges and universities. International education is viewed as an integral part of quality education since the world is becoming increasingly interdependent. International education encompasses: the international content of curricula; the international movement of scholars and students concerned with training and research; and the arrangements engaging U.S. education abroad in technical assistance and educational cooperation programs. The AASCU's various roles in higher education are outlined. (SW)

ED 213 353 HE 014 838

Grain, Joyce And Others

A Faculty Team Approach to Group Advising. Minnesota Univ., Minneapolis. General Coll. Pub Date—[82]

Note—35p.

Available from—General College, University of Minnesota, Minneapolis, MN 55455.

Journal Cit—General College Studies; v17 n1 1981-82

Pub Type—Collected Works - Serials (022) — Reports - Descriptive (141) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Advising, Administrative Policy, *College Freshmen, *Faculty Advisers, Faculty Workload, *Group Counseling, Higher Education, *Individual Counseling, Institutional Research, Participant Satisfaction, Questionnaires, School Orientation, *School Registration, Student Attitudes, Time

Identifiers—*University of Minnesota

The efficiency and effectiveness of using a group approach to advising by a team of faculty advisors were evaluated in 1980-81 at the General College, University of Minnesota. Group/team advising was compared to individualized, one-to-one advising of first-semester freshmen in terms of student satisfaction with advising, student understanding of General College policies and procedures, and faculty time spent advising. During scheduled registration periods, three days each registration week were set aside for group advising of the experimental group at a central advising location. Group advising sessions consisted of two hour time blocks per registration advising day. One to three members of the advising team were present at the advising session. Student folders were available in advance to the team members, and specifically designed advising materials and techniques were used. A time report sheet and Student Satisfaction-Knowledge Questionnaire were developed and implemented to assess the effect of the procedures (sample instruments are appended). It was found that the group/team advising method resulted in considerably lower average advising time than traditional one-to-one advising. For student satisfaction or knowledge of policies no significant differences were found between the group/team advising method and the one-to-one advising method. The group method saved 14 minutes per student, and assuming an average faculty advising load of 45 students, the group approach saved a typical advisor more than 10 hours during a registration period. Given three such registrations periods during the year, projected time savings generated over 30 hours for the average advisor. A bibliography is appended. (SW)

ED 213 354 HE 014 839

AASCU Policy Statements: Guidelines for Conditions of Employment for College and University Presidents; Responsibilities and Rights of College Presidents.

American Association of State Colleges and Universities, Washington, D.C.

Pub Date—81

Note—9p.

Available from—American Association of State Colleges and Universities, One Dupont Circle, Suite 700, Washington, DC 20036.

Pub Type—Reports - Descriptive (141) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrator Evaluation, Administrator Responsibility, *Administrator Role, *Board Administrator Relationship, *College Presidents, Contracts, Educational Policy, *Employment Practices, *Ethics, Governing Boards, Higher Education, *Leadership Responsibility, Position Papers, Professional Associations, Standards, State Colleges

Identifiers—*Administrator Rights, American Association of State Colleges and Univs

Two policy statements of the American Association of State Colleges and Universities regarding the employment and roles of college presidents are presented. In "Guidelines for Conditions of Employment for College and University Presidents," attention is directed to contractual considerations, ethical considerations of college and university presidents, guidelines for evaluating the leadership of presidents, and opportunity for personal/professional renewal. Contracts need to include, among other provisions: a description of the nature and

scope of authority and responsibility of the president; stipulations of the length of the contract and provisions for renewal of the appointment; and method of acquiring professorship. Ethical considerations include: the president's responsibility for educational leadership and stewardship, which transcends concern for personal, economic, and social rewards; and the president's role in keeping the institution's constituencies fully and honestly informed on matters of public concern. In "Responsibilities and Rights of College Presidents," the chief executive officer's leadership role and concomitant rights are outlined, as are the governing board's authority. The president is responsible for recommending broad policies and personnel to the board and for implementing those policies approved by the board. Specific responsibilities include: the direction of current and long-range planning; the operation of an administrative organization, governance structure, and personnel system; and implementing a process for securing necessary resources. Rights of the president include: having direct access to governing board or appropriate authority; making recommendations to the board; and being free from personal liability in the execution of duties. (SW)

ED 213 355 HE 014 841

Lytle, Michael A.

Legal Factors Related to Access to Campuses of Public Colleges and Universities: An Occasional Paper.

Pub Date—24 Jan 82

Note—28p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Campuses, College Administration, College Buildings, Constitutional Law, Court Litigation, *Crime, *Higher Education, Law Enforcement, *Legal Responsibility, *Police School Relationship, Prevention, *Public Facilities, School Safety, *School Security, State Colleges

Identifiers—*Access to Facilities

Legal methods and related case law that can be used by public higher education administrators to deal with intrusions by outsiders onto the campus are examined. The following legal factors related to control of campus access are addressed: risk management, police power, general trespass, school related trespass/loitering statutes, First and Fourteenth Amendment issues, and the injunction. Part of the risk appraisal process is reviewing the realities, dangers, and liabilities of community access to public college and university campuses. Another process of the risk management concept is the inventory and subsequent development of means or countermeasures that can be focused on the appraised risks. Most of the rationale for protection of the campus is based on the statutory and constitutional authority of the state to protect the health, welfare, and safety of its citizens. The use of criminal trespass statutes in enforcing problems on campuses has met with varying successes. Most attacks, through litigation and judicial review, on cases of criminal trespass have been based on the grounds of lack of specificity of statutes. The First Amendment is the greatest operating doctrine affecting the issue of access control to public campuses. Seven suggestions for administrators are discussed: (1) practice risk management; (2) make effective use of counsel; (3) incorporate the attorney into the management team; (4) utilize a variety of legal resources; (5) examine significant legal decisions and issues related to campus access; (6) ensure counsel in using effective internal management practices; and (7) examine alternate models for legal service delivery. (SW)

ED 213 356 HE 014 844

Lewis, Rosa B.

The Philosophical Roots of Lifelong Learning. Toledo Univ., Ohio. Center for the Study of Higher Education.

Pub Date—[81]

Note—36p.; Marginally legible because of small print.

Available from—John H. Russel Center for the Study of Higher Education, The University of Toledo, Toledo, OH 43606.

Pub Type—Historical Materials (060) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Abstract Reasoning, Adult Learning, *Educational Philosophy, Experiential Learning, Higher Education, Intellectual Development, *Lifelong Learning, *Logical Thinking, *Philosophy

Identifiers—*Aristotle, *Plato of Athens, Socratic Method

The philosophical roots of the concept of lifelong learning are considered in relation to the views of Socrates, Plato, and Aristotle. They pioneered in their analyses of intellectual development and in the importance of the use of the mind throughout the life span. Plato and Aristotle added metaphysical arguments to support their systems of thought. Both outlined a specific sequence of studies to develop the powers of reasoning, and both established institutions wherein students and scholars could pursue learning for an indefinite period of time. Both Plato and Aristotle believed that certain sorts of study enabled the philosopher to engage in a lifetime of study that propelled toward his Ideal. Both emphasized the importance of early molding of the child and the importance of stories and music and gymnastics for the growing body. Plato thought the study of mathematics to be particularly important in helping the adolescent mind learn to do abstract thinking. Plato thought that after a period of intensive study of dialectics, or logical reasoning, at age 50, the learner was intellectually prepared to begin the study of philosophy, which would continue to engage his attention until the completion of life. Aristotle placed less emphasis on the study of mathematics and more stress on the value of reading, writing, and drawing as tools to facilitate learning. Like Plato, Aristotle felt that the study of philosophy should come late in life, after experiences of living had given to the student a richness of thought that would make subjects that depended on experience more valuable. Both Plato and Aristotle emphasized the importance of the complete life span in determining the degree of happiness reached during that life. A bibliography is appended. (SW)

ED 213 357

HE 014 845

Newman, George Charles

Leadership and the Politics of Innovative Change:

Antioch College Under Arthur E. Morgan.
Toledo Univ., Ohio. Center for the Study of Higher Education.

Pub Date—[81]

Note—111p; Marginally legible because of small print.

Available from—John H. Russel Center for the Study of Higher Education, College of Education and Allied Professions, The University of Toledo, Toledo, OH 43606.

Pub Type—Historical Materials (060) — Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Board Administrator Relationship, Case Studies, Change Strategies, *College Administration, *College Presidents, *Curriculum Development, *Educational Change, *Educational History, Faculty College Relationship, Financial Problems, Governance, Higher Education, Interdisciplinary Approach, Leadership Styles, School Business Relationship, Small Colleges

Identifiers—*Antioch College OH, *Morgan (Arthur Ernest)

Changes made at Antioch College, Ohio, during the early years of Arthur Ernest Morgan's tenure and factors that influenced these changes are examined. In addition, variables associated with the change period, such as Morgan's leadership style, the faculty and students, and the assistance of individuals outside the college are analyzed. To provide a context for Morgan's presidency and for the process of effecting change within an educational institution, higher education, particularly the liberal arts college, prior to the 1920's, is discussed. Morgan's first major function as president was to begin a major reorganization of the board itself in order to guarantee support of his programs and to enhance the colleges financial backing. The next step was acquiring a supportive faculty; he hired almost a complete new faculty for the fall of 1921 in order to select individuals who possessed qualities of personality, scholarship, and training that would enable them to contribute immediately to the programs envisioned in the Antioch Plan. Morgan de-emphasized specialization, insisting that it occur only in the autonomous courses; he felt that combining academic knowledge with practical experience enabled graduates of the college to gain a better perspective of the world. He believed the Antioch Plan could only function effectively within a small college environment, and promoted cooperative arrangements between the college and business concerns. It is suggested that the combination of a major crisis state at the college and Morgan's abilities resulted in Anti-

och's reorganization and its innovative approaches to education. A bibliography and lists of contributors are appended. (SW)

ED 213 358

HE 014 854

Broyles, Susan G. And Others

Foreign Participation in U.S. Science and Engineering Higher Education and Labor Markets. Special Report.

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.

Report No.—NSF-81-316

Pub Date—Sep 81

Note—76p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Developing Nations, Doctoral Degrees, *Employment Patterns, *Engineering, *Enrollment Trends, *Foreign Students, Full Time Students, *Graduate Students, Higher Education, International Educational Exchange, Masters Degrees, Mathematics, Postdoctoral Education, Questionnaires, *Sciences

Information is presented on foreign graduate students, foreign science and engineering (S/E) students in master's-granting institutions. The impact of these foreign graduates in the U.S. labor force is also assessed. The data were obtained from the National Science Foundation-conducted graduate science students and postdoctorates survey of academic deans and department heads and the annual Survey of Earned Doctorates. Findings include the following: the foreign share of all full-time S/E graduate students in doctorate-granting institutions increased in almost all S/E fields between 1974 and 1979, but the growth was most dramatic in engineering and mathematical/computer sciences; in engineering, foreign citizens constituted almost one-half of the graduating doctorates; if present trends continue throughout the 1980s, as much as one-sixth of the 1990 U.S. doctorate engineering labor force might be foreign citizens; in the field of agricultural science, almost all foreign doctorate recipients hold temporary visas, which indicates foreign countries' interest in high-technology training; foreign citizens with temporary visas received at least 20 percent of the S/E doctorates awarded in 1979, largely the fields of engineering and physical, mathematical, and agricultural sciences; about one-half of the foreign S/E postdoctorates held positions in the life sciences; and over one-half of the foreign students receiving S/E doctorates in the 1970s were from the Middle East and Asia. Technical notes and questionnaires are appended. (SW)

ED 213 359

HE 014 859

Baker, Curtis O.

Earned Degrees Conferred 1979-80.

National Center for Education Statistics (ED), Washington, D.C.

Report No.—NCES-81-363

Pub Date—Sep 81

Note—46p; Not available in paper copy due to small print of tables.

Available from—National Center for Education Statistics, U.S. Department of Education, Washington, DC 20202.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Bachelors Degrees, *College Graduates, *Degrees (Academic), Doctoral Degrees, Females, Geographic Distribution, *Higher Education, Intellectual Disciplines, *Majors (Students), Males, Masters Degrees, National Surveys, Private Colleges, *Professional Education, State Universities, Trend Analysis

Information is presented on the distribution of earned degrees conferred in 1979-80 by 1,904 U.S. degree-granting institutions. Data on baccalaureate and higher degrees are presented by discipline division and specialty, institutional control and level, sex of recipient, state, and for 10 selected professions. Trends in degrees awarded during 1976-80 are also indicated. Type of control of institutions is identified as either "public" or "private," and schools are classified as "universities" or "other four-year institutions." Summary tables and a narrative description of the findings, along with detailed tables, are presented. Among the findings are the following: the total number of bachelor's and higher

degrees conferred reached 1,342,504 in 1979-80, a slight increase over the previous year's total; women registered gains at all degree levels except master's during the 1979-80 academic year, with the most significant increases occurring at the first-professional and doctor's levels (up eight percent and five percent respectively); the number of men receiving degrees declined at all levels except first-professional; business and management, education and social sciences disciplines offered the largest number of degrees at the bachelor's level in 1978-79 to 1979-80; the three largest disciplines at the master's level during this same period were education, business and management, and public affairs and services; and the largest discipline areas at the doctoral level were education, biological sciences, social sciences, and physical sciences. Total degrees awarded have basically leveled at 1.31 million per year since the early 1970s. (SW)

ED 213 360

HE 014 861

Farrow, Earl V.

Special Programs at Livingston College: Assessment I, 1977-80.

Rutgers, The State Univ., New Brunswick, N.J. Livingston Coll.

Pub Date—Oct 80

Note—106p; Parts of appendix marginally legible. Available from—Livingston College, New Brunswick, NJ 08903.

Pub Type—Reports - Descriptive (141) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Academic Advising, Basic Skills, Course Descriptions, *Developmental Studies Programs, Economically Disadvantaged, Educational Objectives, Higher Education, *High Risk Students, Learning Laboratories, *Low Income Groups, *Nontraditional Students, Remedial Programs, School Orientation, *Special Programs, Student Characteristics, *Summer Programs, Tutoring

Identifiers—*Rutgers The State University Livingston Coll NJ

Special programs provided to low income, nontraditional students at Livingston College, New Jersey, are described. In the academic year 1978-79, 498 students were enrolled in special programs, over two-thirds were black and over one-half came from families with annual incomes of less than \$6,000. Ninety-seven percent came from families with incomes of less than \$12,000. Additional information on students in special programs includes: retention and attrition, choice of majors, summer student characteristics, and credits earned. Student services include reading, writing, and mathematics courses; tutorial services; skills laboratories; and academic, financial aid, career and personal counseling. Attention is directed to databases that provided readily accessible information, including attrition or counseling caseload statistics; recruitment and admissions to special programs; student financial aid; the summer program; the academic year programs; and special programs evaluation. The purpose of the summer program is to orient students to academic and personal/social demands encountered at college. Specific goals, objectives, and activities of the summer academic and counseling services are outlined, and course descriptions for the summer and academic year programs are presented. Information is also presented on the following: the learning center; learning center tutors; instructional materials; the writing, reading, and mathematics laboratories; counseling philosophy; and the evaluation of basic skills, academic foundations courses, the learning center, and counseling services. An organizational chart and information on admission procedures are appended. (SW)

ED 213 361

HE 014 862

Rasor, Marianne

EOP and SAA Undergraduates Who Left UC

Davis without a Degree.

California Univ., Davis. Office of Student Affairs.

Pub Date—Oct 81

Note—42p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Persistence, Affirmative Action, Ancillary School Services, Dropout Research, *Economically Disadvantaged, Employment Patterns, Higher Education, Institutional Research, Job Satisfaction, *Minority Groups, Questionnaires, School Holding Power, Student Adjustment, *Student Attrition, *Student College

Relationship, *Undergraduate Students, *Vocational Followup
 Identifiers—Educational Opportunities Program, *University of California Davis

Undergraduate students enrolled in the Educational Opportunity Program (EOP) or the Student Affirmative Action (SAA) program at the University of California (UC), Davis, who withdrew before graduation were surveyed in 1981. Attention was directed to the respondents' educational experiences after leaving, their current employment, and their feelings about enrollment at the University. Analysis of responses from 186 former students, or 16 percent of the total population, indicated the following: 75 percent enrolled at another educational institution after leaving UC Davis; about 25 percent of these transfer students had earned degrees, and most of the remainder were still working toward a degree; job satisfaction among employed respondents was mixed; about 50 percent are working in their chosen career field, slightly over 50 percent are satisfied with their jobs, and about 20 percent are dissatisfied; a majority left UC Davis because of academic factors, and many found the coursework difficult and competitive; SAA students were more likely to have left for job-related reasons, or because of family responsibilities; and ethnic minority students often felt isolated at UC Davis. It is recommended that outreach programs in secondary schools be increased, that high priority be given to support services for EOP and SAA students, and that a means be found to increase social interaction among EOP and SAA students. A bibliography and sample interview form are appended. (Author/SW)

ED 213 362 HE 014 863

Jones, Susan Holtzer

The Campus Information System: Is Anybody Listening?

California Univ., Davis. Office of Student Affairs. Pub Date—Jan 82

Note—39p.
 Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Ancillary School Services, *College Students, Higher Education, Information Needs, Information Seeking, *Information Sources, Institutional Research, Questionnaires, Radio, *School Publications, *Student College Relationship, *User Satisfaction (Information)
 Identifiers—*University of California

The information sources most frequently used by students at the University of California, Davis, and the effectiveness of these campus resources among students, faculty, and staff members were surveyed using two mail questionnaires, which are appended. Responses were obtained from 364 student and 148 faculty and staff. Use of four different media was assessed: newspapers, radio, bulletin boards, and campus publications. Findings include the following: the most common information source for students was other students; the most popular forms of printed material used by students for campus activities and general information were the "California Aggie" and campus bulletin boards; students most often chose the "General Catalog" for academic and functional information; students did not always find printed material to be a satisfactory form of information transmission; students used campus publications to obtain activity information but not to determine where to go for counseling; differences in sex, class standing, and local residence had little effect on students' information-seeking behavior; students were often unsure about the difference between an adviser and counselor; and students were slightly more likely to select peer-operated services, while staff and faculty were somewhat more likely to select, or refer students to, the formal, staff-operated units. A bibliography is appended. (Author/SW)

ED 213 363 HE 014 864

MacKenzie, Bonnie L.

The Graduates of 1979 and 1973: Their Postgraduate Studies, Occupations, and Impressions of UC Davis.

California Univ., Davis. Office of Student Affairs. Report No.—UCD-RR-10

Pub Date—Jun 81
 Note—58p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Career Choice, College Attendance, *College Graduates, *Educational Benefits, *Education Work Relationship, *Employment Patterns, Full Time Students, *Graduate Study, Graduate Surveys, Higher Education, Institutional Research, Majors (Students), Participant Satisfaction, Part Time Employment, Professional Education, Salaries, Student College Relationship, *Student Experience, Vocational Followup
 Identifiers—*University of California

Postgraduate education, employment, and attitudes of 1973 and 1979 graduates of the University of California, Davis, were surveyed in 1980. The return rates were 54 percent of the 1973 graduates and 61 percent of the 1979 graduates. For the 1979 graduates it was found that one-third are enrolled in graduate/professional school, about half attend the University of California, and about nine out of ten enrolled graduate/professional students attend school full-time. For the 1973 graduates it was found that two-thirds have undertaken postgraduate degrees, over half have attained at least one advanced degree, 18 percent are currently enrolled in school, and 43 percent of enrolled graduates are in school full-time. For the 1979 graduates, 77 percent are employed, 81 percent full-time, while most who work part-time also attend school; the median salary of full-time workers is \$12,650; and 12 percent of employed graduates have not yet chosen a career field. For the 1973 graduates, 89 percent are working, 87 percent full-time; the median salary of full-time workers is \$19,963; and 95 percent of graduates employed full-time have chosen a career field, and 84 percent of these are employed in their preferred field. Information is presented on attitudes about undergraduate major and preparation for postgraduate study; the incidence of postgraduate degrees; preparedness for occupations; relationships between occupations and undergraduate majors; job satisfaction; employer activities; intrinsic rewards of college education; and impression of schooling at the Davis campus. A questionnaire is appended. (SW)

ED 213 364 HE 014 865

Maio, Eugene A. Buchtel, Foster S.

The Importance of Team Leadership Development to the Urban University's Mission.

Pub Date—May 77

Note—11p.; Paper presented at the National Invitational Conference "Toward the Urban University" (Chicago, IL, May 9-10, 1977). For related documents, see HE 014 806 and HE 014 866-867.

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Role, Change Agents, College Administration, College Faculty, *College Planning, College Role, Cooperative Planning, *Decision Making, *Faculty Development, Governance, Higher Education, Interprofessional Relationship, *Leadership Responsibility, *Teacher Administrator Relationship, Teamwork, *Urban Universities

Identifiers—*Participative Management, *University of Akron OH

Perspectives on the role of the urban university and the development and implementation of team leadership programs are presented. It is suggested that the urban metropolis is a part of the university's mission, and is an extremely complex network of institutional structures, and human resources. The university can respond to urban needs by developing team leadership programs. To function successfully as a change agent to improve the quality of life in the urban complex, new forms of leadership are needed, including the use of project teams and task forces. Team leadership groups enable people to take various roles; to identify with the adaptive and change process, and to develop an ability to modify their commitments as needs arise. Through the support of the W. K. Kellogg Foundation, a team leadership development program for faculty and administrators was designed and implemented at the University of Akron, Ohio, to help promote its urban mission and to serve as a model for other urban universities. The program activities included full-day classes, task forces, internships, resource groups, breakfast forums, and a retreat. The initial focus was intergroup interaction and communication (listening, awareness, and understanding), and later emphasis was directed to understanding the structure and dynamics of university organization and operations. Task force recommendations were presented to the university president, and partici-

pants are actively involved in implementing recommendations. Internships provided participants the opportunity to work in a problem-solving activity that transcended departmental and disciplinary lines. Additionally, both formative and summative evaluations are conducted. (SW)

ED 213 365 HE 014 866

Buchtel, Foster S. Guzzetta, D. J.

The W. K. Kellogg Foundation Program for the Development of Team Leadership at the University of Akron.

Pub Date—Oct 77

Note—15p.; For related documents, see HE 014 865, HE 014 867, and HE 014 806. Paper presented at the Annual Meeting of the American Institute for Decision Sciences (Chicago, IL, October 1977).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Role, Change Agents, College Administration, College Faculty, College Planning, *College Role, Cooperative Planning, *Decision Making, *Faculty Development, Governance, Higher Education, Interprofessional Relationship, Leadership Qualities, *Leadership Training, *Teacher Administrator Relationship, Teacher Role, Teamwork, Urban Areas, *Urban Universities

Identifiers—Kellogg Foundation, *Participative Management, *University of Akron OH

A program at the University of Akron, Ohio, that focused on teamwork and leadership that is responsive to social change in the urban scene is described, and implications for decision processes are addressed. The university became involved in reviewing, analyzing, and projecting activities and programs relevant to the university's mission through the development of guidelines regarding the goals of the university and its urban mission, and through the activities of an institutional planning and development commission, a committee for the study of the future, and an educational research and development center. In addition to these efforts, a program funded by the W. K. Kellogg Foundation was designed and implemented to help faculty and administrative staff improve their understanding of the university organization and operations and to develop individual and team leadership skills. The basic intent of the program was to enlarge the resource pool of individuals who would participate in the university planning and decision-making process. The program activities included full-day classes, task forces, internships, resource groups, breakfast forums, and a retreat. Perspectives on the involvement of faculty and administrators in university decision-making are presented in the following paper, which is appended: "Faculty and Administrator Development for Better Involvement in University Decision Making—An Actual Case: Introductory Remarks," by Foster S. Buchtel. It is suggested that better decisions result from collective thinking and advice, and that decisions reached through collective contributions have a better chance of successful implementation. (SW)

ED 213 366 HE 014 867

DeShon, David S.

The W. K. Kellogg Foundation Program at the University of Akron: If We Had to Do It Over—Hindsight and Foresight.

Pub Date—Oct 77

Note—8p.; Paper presented at the Annual National Conference of the American Institute for Decision Sciences (9th, Chicago, IL, October 1977). For related documents see HE 014 865, HE 014 866, and HE 014 806. Best copy available.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Administrator Education, Administrators, *College Administration, Consultants, Decision Making, Higher Education, *Leadership Training, *Organizational Change, *Organizational Development, Program Evaluation, Teamwork, Urban Universities

Identifiers—Kellogg Foundation, *Participative Management, *University of Akron OH

A team leadership program for academic administration was undertaken at the University of Akron under Kellogg Foundation funding. A screened sample of 108 persons was admitted to training, which consisted of role analysis, education in the structure and function of the university and higher education in general, team building, analysis of in-

tergroup relations, process consultation, and practice in alternative decision-making skills. The program's accomplishments include these: the use of consultants from within and outside the institution lent both continuity and credibility to the project; the participants were of high caliber and were sources of influence on campus; the varied composition of classes gave the program breadth and depth; use of simulations was very successful; and an expanded pool of trained decision-makers was developed. Several matters need followup: maintaining energy and commitment for change; shifting from a broad, institution-wide program of change to more local, intensive efforts; periodic surveys of the organization, as a form of regular feedback; and most important, training, data gathering, and feedback sessions with the people within the institution who compose a particular work group, for horizontal administrative leadership. (MSE)

ED 213 367 HE 014 870

Ambrosio, Salvatore F.

Adult Learning Literature: A Review of the Humanities and Related Topics. I: Adult Learning as a Marketable Product; II: Support Services/Delivery Systems; III: Patterns of Participation; IV: Methodological Issues. State Univ. of New York, Albany. Coll. of Humanities and Fine Arts.

Spons Agency—National Endowment for the Humanities (NEAH), Washington, D.C.

Pub Date—Dec 79

Note—43p.; For related document, see HE 014 871. Prepared for the Capital District Humanities Program.

Available from—State University of New York, Center for Social Analysis, Binghamton, NY.

Pub Type—Reference Materials - Bibliographies (131) — Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adult Learning, Adult Students, Annotated Bibliographies, *Delivery Systems, *Educational Demand, Educational Finance, Enrollment Influences, Faculty Development, Higher Education, *Humanities, Information Needs, Institutional Research, Liberal Arts, Lifelong Learning, Needs Assessment, Outreach Programs, *Research Methodology, Student Characteristics, *Student Recruitment

Four bibliographies pertaining to adult learning and the humanities are presented. The literature search concentrated on materials from the ERIC system, and the bibliographies contain a list of annotated materials followed by a list of citations, which are identified by ED or EJ numbers. In "Adult Learning as a Marketable Product," materials pertain to recent developments in the identification of demand for adult learning, and to the form and content of learning opportunities in the humanities and related areas (especially, the location, timing, and format of the offering). "Support Services/Delivery Systems" reflects the service delivery perspective found in public policy analysis and administration and the role that the support system plays in facilitating adult participation. The following categories are covered: information and referral, outreach functions, finance, counseling, and teacher/staff training and development. The literature cited in "Patterns of Participation" covers facilitators of the impediments to adult learning not covered in the other bibliographies. Subtopics include: evolution of enrollment trends, motivating factors that lead to participation, and assessment of the adult learning profile. "Methodological Issues" includes works chosen on the basis of the quality and potential utility of the survey instrument and/or the research model, including needs assessments, evaluation design, and population profiles studies. (SW)

ED 213 368 HE 014 871

Stevens, Gregory I.

History of the Capital District Humanities Program. CDHP Reports No. 1-8. State Univ. of New York, Albany. Coll. of Humanities and Fine Arts.

Spons Agency—National Endowment for the Humanities (NEAH), Washington, D.C.

Pub Date—[81]

Note—74p.; For related document, see HE 014 870.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Adult Students, College Programs, Credit Courses, Curriculum Design, Educational Demand, Educational Objectives, *Extension

Education, External Degree Programs, Faculty Development, Faculty Recruitment, Higher Education, *Humanities, Noncredit Courses, *Non-traditional Education, Outreach Programs, Program Administration, *School Community Programs

Identifiers—*Capital District Humanities Program NY

The history of the Capital District Humanities Program (CDHP) at the State University of New York, Albany, is reviewed and eight reports on the program are presented. The program was designed to determine how the humanities can be adapted to accommodate the different interests and requirements of adult students. In cooperation with cultural and educational institutions, as of November 1980 CDHP had developed 34 separate programs, events, or other educational opportunities that vary widely in scope, content, and format. Programs within the following components are identified: literature and ideas, history and culture, and humanities and the arts. A brief description of the program's activities and accomplishments during 1980-81 is presented in relation to eight program objectives. The following reports are included: The Size and Characteristics of the Adult Audience for Humanities Programs in the Capital District; Interest among Adults in Credit and Non-Credit Humanities Courses; The Scope, Format, and Content of Successful Programs; The Recruitment and Preparation of Faculty for Off-Campus Teaching; The Potential for Collaboration among Diverse Cultural and Educational Institutions in Developing Humanities Programs in the Community; The Value of Consultation with Community Representatives in the Design, Implementation, and Evaluation of Innovative Humanities Programs for Adults; Effective Strategies for Promotion and Publicity for Off-Campus Programming; and Procedures for Overcoming Institutional and Procedural Barriers to Off-Campus Programming. Additionally, a brochure describing 1982 winter/spring offerings is appended. (SW)

ED 213 369 HE 014 872

Curriculum Regulations for the Danish Higher Preparatory Examination.

Ministry of Education, Copenhagen (Denmark).

Pub Date—81

Note—72p.

Available from—Ministry of Education, International Relations Division, Frederiksholms Kanal 25D, DK-1220 Copenhagen K, Denmark.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*College Curriculum, College Second Language Programs, Core Curriculum, Elective Courses, *Foreign Countries, Grading, Guidelines, Higher Education, Independent Study, Speech Skills, *Student Evaluation, Testing Programs, *Tests, Writing Skills

Identifiers—*Comprehensive Examinations, *Danish Higher Preparatory Examination, Denmark

Information is presented on curriculum regulations for the Danish Higher Preparatory (HP) Examination. The examination is composed of common core subjects and elective subjects. Information is presented on the number of weekly lessons for common core and elective subjects; foreign language study; music and creative art; joint classes including lectures and artistic arrangements; study groups; exemption from courses in which a student can demonstrate proficiency; physical education; educational counseling; and guidance for students who study independently. During the second year, students prepare a major and a written term paper in one subject. Specific regulations regarding the administration and eligibility for the HP examination, including the written and oral parts, are presented, along with an explanation of the examination register, grading, and the examination certificate. Educational objectives and the content of syllabi and the examinations are outlined for each of the following subjects: Danish, religion, history, biology, geography, mathematics, English, German, French, Russian, Spanish, Italian, social studies, music, creative art, physical education, physics, chemistry, and psychology. For the language courses, information is presented on the study of thematic reading, period reading, modern literature, and other types of reading options, and on written expression. Examination requirements for students who study on an independent basis are also identified. (SW)

ED 213 370

Branscum, Joanne

Characteristics of Arkansas College Students, Fall 1980.

Arkansas State Dept. of Higher Education, Little Rock.

Report No.—ADHE-80-7

Pub Date—Jan 82

Note—68p.; Some tables may not reproduce clearly because of faint print.

Available from—Arkansas Department of Higher Education, 1301 W. Seventh St., Little Rock, AR 72201.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Achievement, Access to Education, Admission Criteria, Age, Attendance Patterns, College Applicants, *College Students, *Enrollment Rate, Federal Aid, Females, Full Time Students, Graduate Students, Higher Education, Minority Groups, Open Enrollment, Part Time Students, State Surveys, *Student Characteristics, Student Costs

Identifiers—*Arkansas

Data gathered from the Arkansas Higher Education Information System on the characteristics of college students are presented in tables and figures, with some narrative. Data are presented relating to access to higher education (admission requirements of the schools; open admissions comparison of applications, admission, and enrollment; average American College Testing Program scores; and ability to pay education costs); age and attendance patterns of students (part-time, full-time, first-time entering undergraduates, other undergraduates, unclassified pre-baccalaureate, graduates, unclassified post-baccalaureate, and first-professional); changes in full- and part-time attendance; and women and minorities. A summary table of student characteristics by institution is also given. An additional table shows federal student aid funds for each institution for 1980-81 and 1981-82. (MSE)

ED 213 371

Cox, Laurie

Salaries and Other Characteristics of Faculty in Arkansas Colleges and Universities, 1980-81.

Arkansas State Dept. of Higher Education, Little Rock.

Report No.—ADHE-80-5

Pub Date—Jan 82

Note—50p.

Available from—Arkansas Department of Higher Education, 1301 W. Seventh St., Little Rock, AR 72201.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Rank (Professional), Age, *College Faculty, Comparative Analysis, Females, Fringe Benefits, Full Time Faculty, *Higher Education, Intellectual Disciplines, Males, Part Time Faculty, Private Colleges, Salary Wage Differentials, *State Colleges, State Surveys, *Teacher Characteristics, Teacher Retirement, *Teacher Salaries, *Tenure

Identifiers—*Arkansas

This first report covering faculty characteristics in the annual series published by the Arkansas Department of Higher Education is based on data gathered through the Arkansas Higher Educational Information System. Faculty salary data are derived from federal survey information. Data are presented on tables and some graphs with some narration. They cover: headcount of full-time and part-time tenured and nontenured instruction and research employees, by age, discipline division, institution type, sex, and academic rank; average salaries of full-time faculty by institution type, rank, and sex; percentage distribution of faculty by tenure, age, closeness to retirement age, institution type, discipline division, sex, and rank; and total fringe benefits salary outlay, and fringe benefits as a percentage of salary outlay for nine-month faculty contracts. Most tables are displayed according to institution. Faculty salaries are found to be 21 percent below national averages and 10 percent below regional averages. Average four-year faculty age is 39 to 45, according to institution; two-year faculty, 33 to 45. Tenure has been granted to 55 percent of all full-time public institution faculty, with institutional percentages ranging from 37 to 74 percent. Most state institutions should not face total enrollment declines much greater than anticipated faculty retirements, but there is some variation by discipline and institution, posing some possible overstaffing difficulties. (MSE)

ED 213 372

HE 014 876

Pellegrino, Edmund D.

Graduate Education in the Humanities: The Need for Reaffirmation, Connection, and Justification. An Occasional Paper.

Council of Graduate Schools in the U.S., Washington, D.C.

Pub Date—[81]

Note—20p.

Available from—Council of Graduate Schools in the U.S., One Dupont Circle, Washington, DC 20036-1173.

Pub Type—Reports - Descriptive (141) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Role, *Graduate Study, Higher Education, Humanistic Education, *Humanities, *Interdisciplinary Approach, *Liberal Arts, Medical Education, Sciences

A human society that aspires to more than survival must search continuously for new knowledge; we are all the beneficiaries of the scholar's insatiable desire to know. Graduate study must be nurtured, and cannot ever be the sole preoccupation of academe. Today the crucial balance of things and humans is threatened by the erosion of support for and interest in graduate study of the humanities. The professions, such as medicine, are turning more and more to the humanities as part of professional study, seeking three things the humanities can uniquely contribute to human endeavor: (1) to serve as preferred vehicles for teaching the liberal arts; (2) to provide sources of knowledge not susceptible to scientific method; and (3) to enrich the lives of humans as humans. It is important to reassert these seemingly obvious uses of the humanities, even for the humanists. The liberal arts are indispensable to the survival of democratic societies, which survive on the strength of their citizens who possess a critical intelligence. As a result of changes external and internal to the humanities, humanists have retreated too swiftly before the popularity and successes of the sciences and the professions. Scholarship and research do not exhaust the value of the humanities to society, and it is the university's responsibility to prepare humanists who can cultivate the closer engagement of the humanities with practical affairs. (MSE)

ED 213 373

HE 014 878

Higher Education and Economic Development in the West. Report of a Regional Conference (Denver, Colorado, March 19-21, 1980).

Western Interstate Commission for Higher Education, Boulder, Colo.

Spons Agency—Economic Development Administration (DOC), Washington, D.C.

Pub Date—Jun 80

Grant—ERD-717-G-79-52

Note—61p. Additional sponsors of the conference were: Western Governor's Policy Office; Council of State Community Affairs Agencies; Chevron U.S.A., Inc.; Pacific Power and Light Co.

Available from—Western Interstate Commission for Higher Education, P.O. Drawer P, Boulder, CO 80302.

Pub Type—Collected Works - Proceedings (021) - Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Administrator Education, College Role, *Economic Development, Energy, Geographic Regions, Government Role, *Higher Education, *Labor Force Development, Labor Needs, Manufacturing, Minority Groups, Population Trends, *Power Technology, Research, *School Business Relationship, State Government, *Technical Assistance

Identifiers—Public Service, *United States (West)

Proceedings of a 1980 conference on economic development in the West and the contribution of higher education in dealing with economic development issues are presented. The West as a region is considered in relation to land and population, urban growth, energy impact, and the states' role. Higher education can help in the areas of manpower, research, and public service. Economic expansion is dependent on the supply of trained manpower, and high technology manufacturing and energy development are two industries that are pacing western economic growth but need increased manpower supply. To meet the challenges of balanced economic growth, people with specialized, multidisciplinary training in economic development will be needed to provide the leadership and management capabilities for both the public and private sectors. A special facet of the need for economic develop-

ment professional manpower is the need to improve access into the field for the region's minorities. Colleges and universities can help the situation by better manpower planning and by closer cooperation between higher education and industry in planning. The scientific and technical research role of universities has particular relevance to international trade, agriculture, and water issues. Public service roles universities can provide are: information on trends, policy research, and technical assistance. Attention is directed to institutional barriers to providing public services, faculty incentives, funding issues, coordination and communication, organizational structures, and formal linkages. A summary of conference recommendations and a summary of responses of a needs assessment survey are included. (SW)

ED 213 374

HE 014 880

State-Local Taxation and Higher Education Financing. Financing Higher Education.

Southern Regional Education Board, Atlanta, Ga.

Report No.—SREB-30

Pub Date—82

Note—6p.

Available from—Southern Regional Education Board, 1340 Spring Street, N.W., Atlanta, GA 30309.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, Economic Factors, *Educational Finance, Elementary Secondary Education, Expenditures, Federal State Relationship, Financial Policy, Financial Problems, *Financial Support, *Fiscal Capacity, Geographic Regions, Government School Relationship, *Higher Education, Local Government, Resource Allocation, School Support, *State Aid, *Tax Allocation, Tax Effort, Taxes

Identifiers—United States (Mid Atlantic States), United States (North Central), United States (Northeast), United States (Pacific States), United States (Rocky Mountain States), *United States (South)

Information is presented on 1980-81 tax performance and educational spending in Southern Regional Education Board (SREB) states, the relationship of state and local taxes to personal income in all the states, and utilization of tax ability and major tax bases. Additionally, factors producing serious state and local budgetary problems are identified, including the low rate of economic growth, tax policy, and the link between state-local income tax regulations and federal income tax rules. For the SREB states, information is presented on: per pupil expenditure for elementary and secondary education; per capita appropriations for higher education; and state appropriations for higher educational operations as a percent of state taxes ranked against state and local support of elementary and secondary education. States that rank among the highest in their tax contribution to higher education are lowest in support of elementary and secondary schools. In 1980, state and local taxes collected in the United States per \$1,000 of personal income amounted to \$110.75. Major tax sources (general sales, selective sales, property, individual income, and corporation income) are compared to the 14 SREB States and for the other regions aggregately. For 1980-81, tax and spending reduction were somewhat more common than tax increases. Among the SREB states, inflation-adjusted declines in higher education funding were especially serious in Arkansas, Alabama, Tennessee, and South Carolina. The declines occur at a time of reduced federal support. On a per capita basis, seven SREB states are above the average in support of higher education: Alabama, Louisiana, Mississippi, North Carolina, South Carolina, Texas, and Virginia. Maryland is the only SREB state that exceeds the national average in support of elementary and secondary education. (SW)

ED 213 375

HE 014 883

McDaniel, Malinda And Others

A Non-Traditional Approach to Pre-College Counseling.

Pub Date—81

Note—12p. Paper presented at the Annual Meeting of the National Academic Advising Association (Indianapolis, IN, October 1981).

Pub Type—Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Ancillary School Services, *Articulation (Education), *College Attendance, *College Bound Students, Higher Education, High School

Students, *Information Needs, Program Evaluation, School Counselors, *School Orientation, State Universities, *Student College Relationship Identifiers—*Memphis State University TN

A Memphis State University Program to familiarize prospective students and other college-bound students with academic and service information regarding college attendance is described. The program is designed to ease the transition from high school to college, to identify resources available at the university, to improve the university's public relations with high school students and counselors, to improve the retention rate of new students, and to increase the number of students from the university's primary feeder high schools. The program was developed based on the input of prospective students and counselors. A workshop was held and students and counselors were given a schedule of classes, academic information, a university bulletin, and student aid fact sheet. Information was provided on college terms such as department, elective, and semester hours, and on areas such as academic regulations, procedures for dropping courses, and department requirements. Tips for scheduling concerned information on locations of building and time between classes. Resources available through academic counseling, career counseling, educational support programs, and other services were also discussed. At the conclusion of each session evaluations were distributed, which involved student ranking of categories most helpful and least helpful. In 1980 students ranked scheduling as the most helpful area of the workshop and identified computation of grade point average as least helpful. About one week after the presentation, a subjective evaluation was sent to counselors and teachers involved. Additional findings and overall outcomes of the workshop are discussed. (SW)

ED 213 376

HE 014 884

Nisbet, Janice A. And Others

Advising with 20/20 Vision: Improving Student Retention by Using Learning Styles Information in Academic Advising.

Pub Date—81

Note—9p. Paper presented at the Annual Meeting of the National Academic Advising Association (Indianapolis, IN, October 1981).

Pub Type—Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Advising, Career Counseling, *Cognitive Style, *Counseling Techniques, *Developmental Studies Programs, Educational Diagnosis, Faculty Advisers, Higher Education, *High Risk Students, Interprofessional Relationship, Locus of Control, Models, School Holding Power, Student Behavior, Study Skills, Test Anxiety, Test Interpretation

Identifiers—*Ball State University IN

The development and implementation of a counseling model designed to improve retention and academic success of high risk students at Ball State University, Indiana, are described. Initially, academic advisors were trained through workshops conducted by team members to translate information on individual advisee learning styles, behavior preferences, locus of control, and anxiety (particularly on tests) into advising strategies. Information was generated through a combination of: Scholastic Aptitude Test or American College Test scores, the Myers-Briggs Type Scholastic Aptitude Test or American College Test scores, the Myers-Briggs Type Indicator, the Effective Study Skills Test, the Suinn Anxiety Test, and the Rotter-Internal/External Locus of Control. Testing, test interpretation to individual students, and educational prescriptions for remedial courses and behavior change strategies were accomplished, and a statistical design was created. Strategies that were transmitted to advisors included: remedial/developmental classes, study skills workshops, and individual and group advising sessions for career guidance and decision-making. Methods of interpreting the data in terms of advising impact were designed through: advisor training workshops, planning workshops for students, planning remedial and developmental strategies, and planning appropriate support services. The keys to success of this approach to advising include: the quality of information continuously flowing among advisors and team members, the provision for training of advisors, the mutual professional respect sustained by the cooperative efforts, and the knowledge that the cooperative effort can promote in faculty and curriculum development. A bibliography is appended. (SW)

ED 213 377 HE 014 885

Staman, E. Michael

Computing and Office Automation: Changing Variables.

Association for Institutional Research.

Pub Date—81

Note—9p.

Available from—The Association for Institutional Research, 314 Stone Building, Florida State University, Tallahassee, FL 32306.

Journal Cit—AIR Professional File; n10 Sum-Fall 1981

Pub Type—Opinion Papers (120) — Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Automation, *Computer Literacy, Computer Managed Instruction, *Computer Oriented Programs, Computer Science, Higher Education, *Information Processing, *Institutional Research, Management Information Systems, *Office Management, Technological Advancement, Technology Transfer

Trends in computing and office automation and their applications, including planning, institutional research, and general administrative support in higher education, are discussed. Changing aspects of information processing and an increasingly larger user community are considered. The computing literacy cycle may involve programming, analysis, use of report or query languages, and use of home or office computers. Computing and computing literacy programs already exist in preschools, elementary schools, and secondary schools, as well as colleges and universities. Applications include programmed instruction, drill and practice, dialogue with computers, modeling and simulation, and instruction in computer programming. Attention is directed to technological solutions to office problems, access to academic computing facilities, the need to consider the availability of appropriate personnel before selecting a service model, and the nature of technology and technological change. Three service models for computing services are considered: completely centralized, distributed, and external. Institutional researchers who become involved in distributed computing will probably become involved in the problems of common data element definitions, documentation, software development, standards, and communications. The extent to which technology will affect the services and institutional researchers depends on the nature of the researcher's activities. Data collection and maintenance, for example, should probably be centralized if only a single department is involved. Some resource materials on technological developments are briefly described; and a bibliography is appended. (SW)

ED 213 378 HE 014 886

AIR 1981-82. Forum 1981 Proceedings: Toward 2001: The IR Perspective (Minneapolis, Minnesota, May 17-20). The Association for Institutional Research Directory, 1981-82.

Association for Institutional Research.

Pub Date—Dec 81

Note—281p.; Not available in paper copy due to marginal legibility of original document.

Available from—The Association for Institutional Research, 314 Stone Building, Florida State University, Tallahassee, FL.

Pub Type—Collected Works - Proceedings (021) — Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Awards, Biology, *College Role, Committees, Computer Assisted Instruction, Computers, Economic Factors, Educational History, Energy, *Futures (of Society), Geographic Location, Global Approach, *Higher Education, *Institutional Research, Interdisciplinary Approach, Liberal Arts, Nuclear Warfare, Organization Size (Groups), Political Influences, Population Trends, Prediction, Problem Solving, *Professional Associations, *Technology Transfer, Trend Analysis, World Affairs

Identifiers—*Association for Institutional Research, Bylaws

Proceedings of the 1981 Association for Institutional Research (AIR) Forum and the 1981-82 AIR Directory are presented in a single volume. General session addresses and authors from the forum are as follows: "Some Possible Revolutions by 2001" (Michael Marien); "Information, the Non-Depletable Resource" (John W. Lacey); "What's Higher about Higher Education?" (Harland Cleveland); and "An Assessment of the Past and a Look at the Future"

(George Beatty, Jr.). Additionally, abstracts and summaries are presented of contributed papers, seminars, panels, workshops, and special interest/regional group meetings. Forum program participants and Educational Resource Information Center (ERIC) numbers for the papers are also identified. The AIR Directory includes: constitution and by-laws; guidelines for awarding distinguished membership, emeritus, and the outstanding service award; minutes of the 1981 annual business meeting; a list of AIR committees and affiliated regional/special interest groups; an alphabetical list of members and addresses; a list of members by state, province, or country, and institutional affiliation; and data on membership by state, province, and country. This information is presented for 1,826 individual members located at 1,006 institutions in 27 countries. The membership figure represents an increase of 3.6 percent over the final count for 1980; the number of institutions represented has also increased by 3.7 percent. Of the total, 414 members (23 percent) are new to AIR as of 1980-81. Members participating in committee work also are identified. (SW)

ED 213 379 HE 014 887

Students Receiving Federal Aid Are Not Making Satisfactory Academic Progress: Tougher Standards Are Needed. Report to the Chairman, Committee on Labor and Human Resources, United States Senate.

Comptroller General of the U.S., Washington, D.C. Report No.—HRD-82-15

Pub Date—3 Dec 81

Note—54p.

Available from—U.S. General Accounting Office, Document Handling and Information Services Facility, P.O. Box 60156, Gaithersburg, MD 20760 (first five, free; additional bound copies, \$3.25 each; additional unbound copies, \$1.00; 25% discount per 100 or more to single address).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Academic Standards, *Accountability, Degree Requirements, *Eligibility, *Federal Aid, Federal Government, *Federal Regulation, Government School Relationship, Grades (Scholastic), Graduation, Higher Education, School Surveys, Standards, Student Evaluation, *Student Financial Aid, Student Promotion, Time, Veterans Education

Identifiers—Academic Progress Standards, Department of Education, *General Accounting Office, Social Security Administration, Veterans Administration

Academic progress requirements of federally funded student aid programs administered by the Department of Education (ED), the Veterans Administration (VA), and the Social Security Administration (SSA) were investigated. Eighteen public and private two-year and four-year colleges, as well as one public vocational school and one proprietary school, were visited, and more than 5,800 randomly selected student transcripts were reviewed. It was found that many students receiving financial aid were not making satisfactory progress. Mainly this resulted from school standards that allowed students to remain eligible for aid without proving that they were moving toward a definite goal with adequate grades and at a reasonable rate. Some of the institutions were not even enforcing their own standards. For the schools that had not enforced their standards for ED aid recipients, overpayments were estimated to about \$1.28 million. It is concluded that weak and nonspecific federal requirements on academic progress have led to abuse of the student aid programs, particularly those administered by the ED and SSA. It is suggested that ED and SSA requirements should be essentially the same as those set by the VA. It is proposed that regulations are needed that specify that an institution establish, publish, and enforce academic progress standards for students receiving aid. The standards should address the movement toward graduation at a reasonable rate and with adequate grades, and limitations on excessive withdrawals and courses that do not count toward graduation or program completion. Additional recommendations to Congress and the federal agencies are included. (SW)

ED 213 380 HE 014 896

Quay, Richard H., Comp.

On Programs and Principles in the Evaluation of Higher Education: A Bibliography of Paul L. Dressel. Public Administration Series Bibliography, P-900.

Pub Date—Feb 82

Note—22p.

Available from—Vance Bibliographies, P.O. Box 229, Monticello, IL 61856.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Accreditation (Institutions), College Curriculum, College Faculty, *College Instruction, *Curriculum Development, Faculty Development, *Faculty Evaluation, Graduate Study, *Higher Education, Liberal Arts, Nontraditional Education, *Program Evaluation, Teaching (Occupation), Undergraduate Study

Identifiers—*Dressel (Paul L.)

A bibliography of materials authored, coauthored, or edited by Paul L. Dressel on programs and principles in the evaluation of higher education is presented. Entries are from 1939 through 1980. Topics include the following: curriculum development, external and nontraditional graduate programs, professional development for institutional researchers, liberal education, accreditation of graduate programs, college teaching as a profession, allocating resources, faculty evaluation and development, research in higher education, undergraduate curriculum, departmental review and self-study, evaluation of instruction, and the role of evaluation in teaching and learning. (SW)

ED 213 381 HE 014 906

The Bulletin of the Regents 1982 Progress Report on the 1980 Statewide Plan for the Development of Postsecondary Education.

New York State Education Dept., Albany.

Pub Date—Oct 81

Note—104p.

Available from—New York State Education Department, Albany, NY 12230.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*College Planning, Educational Objectives, Enrollment Trends, Evaluation Criteria, Expenditures, Facility Requirements, Higher Education, Majors (Students), *Master Plans, *Reports, *Self Evaluation (Groups), *State Universities, *Statewide Planning

Identifiers—*New York

Information is presented for New York State colleges and universities regarding the format that institutional progress reports should take, and about questions and data requests that were designed to encourage self-examination by institutions. The information should guide each institution as it reviews its own 1980 master plan to show how institutional endeavors have corresponded with statewide goals, as identified in the Regents 1980 Statewide Plan. Institutions are asked to provide updated information on any significant changes in projections since 1980, and to respond to questions about activities that can help them progress toward the goals and objectives. Forms are presented for the following progress reports for the institution's master plan: profile of planned programs of study; fall degree credit enrollment by degree level and type of attendance, 1981-88; institutional faculty by type of employment and tenure status, 1981-88; annual current funds revenues, by source; annual current funds expenditures and mandatory transfer; basic student charges; actual and projected facilities requirements. For each of the following 10 questions or topics a statement is presented of the issues as related to the goal and objectives in the plan: communication skills, quantitative skills, student retention, measurable standards for missions, libraries, teacher preparation, articulation, cooperation with business and labor, cost-effectiveness, and inter-institutional cooperation. Recommendations to the Regents and the following appendices are included: Regents goals, objectives, and activities in the 1980 statewide plan; and planning data. (SW)

ED 213 382

HE 014 912

Kemerer, Frank R.

Short Range Stabilization Actions: Good But Not Enough.

Pub Date—6 Mar 82

Note—17p.; Paper presented at the Annual Meeting of the American Association of Higher Education (Washington, DC, March 6, 1982).

Pub Type—Speeches/Meeting Papers (150)—Reports—Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrative Policy, *Admissions Counseling, *Alumni, *Change Strategies, *College Administration, *College Admission, *College Choice, *College Planning, *College School Cooperation, *Decision Making, *Departments, *Enrollment Trends, *Governance, *Higher Education, *Management Information Systems, *Publications, *Student Recruitment, *Student Volunteers

Identifiers—*Institutional Vitality, *State University of New York Coll at Geneseo

An alternative approach to achieve short-time enrollment stabilization based in part on experiences at the State University of New York, Geneseo, is described. It is suggested that a short-range effort will not be enough to assure institutional vitality in the difficult years ahead. Short-range stabilization should be followed by the integration of enrollment decision-making with campus governance. Among the programs implemented in 1977-78 at the university are the following: an admissions internship program, adjunct recruiter program, student volunteer admissions program, alumni volunteer admissions program, communications program, and departmental liaison program. A mailing program was designed so that each applicant received something from the college every week, including information on housing, a financial aids brochure, special edition of the student newspaper, and a career planning brochure. In 1978 and 1979, increased acceptances of admission offers occurred, and the quality of the freshman class climbed. The most important by-product of short-range stabilization is the development of a comprehensive management information system on enrollment. However, recruiting and retention decision-making continued to be largely a peripheral matter insofar as campus governance was concerned. Efforts to integrate it through liaison systems, diverse committee memberships, and continuous communication were only partially successful. Structural changes designed to integrate enrollment decision-making with campus governance are outlined. (SW)

ED 213 383

HE 014 913

Deleahanty, Kathleen C. McDaniel, Walter A.

Tuition & Required Fees. New Jersey Colleges & Universities: 1976-77 Through 1981-82. Data Brief Series. ORM Volume 2; Brief Number 1.

New Jersey State Dept. of Higher Education, Trenton. Office of Research.

Pub Date—Dec 81

Note—54p.

Available from—New Jersey Department of Higher Education, Trenton, NJ 08625.

Pub Type—Numerical/Quantitative Data (110)—Reports—Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Community Colleges, *Educational Economics, *Family Income, *Fees, *Full Time Students, *Graduate Study, *Higher Education, *Inflation (Economics), *In State Students, *Out of State Students, *Part Time Students, *Private Colleges, *State Colleges, *State Surveys, *Trend Analysis, *Tuition, *Undergraduate Study

Identifiers—*New Jersey

Recent historical trends (1976-77 through 1981-82) in tuition and required fee charges in New Jersey colleges and universities are presented. Differences among New Jersey collegiate sectors and among different student types are analyzed in terms of dollar and percentage increases between the current and base years. The effect of the most recent increases on the overall six-year charges are examined, and the six-year percentage increases are considered in the context of inflation and increases in family and per capita disposable income, as well as New Jersey student financial aid ceiling. Analysis of the financial data reveal: the growth in student charges at public institutions in the past six years has been lower than the estimated inflation rate for the period; average undergraduate student charges at the independent colleges actually grew (in constant dollar terms) during the same period; gains in various measures of family and disposable per capita income in New Jersey, as well as increased financial

aid ceiling, suggest that a relatively low cost (to the student) of attending college in New Jersey is being maintained; total percentage increase between 1976-77 and 1981-82 were most pronounced in the independent sector, ranging from 54 to 63 percent; in the public four-year colleges overall, increases ranged from 34 to 41 percent, depending on student type and residency. Appendices contain detailed historical data by college sector and student type (full- and part-time, undergraduate and graduate, state resident, and nonresident). (SW)

ED 213 384

HE 014 914

Brown, Peggy, Ed.

Graduate Liberal Studies.

Association of American Colleges, Washington, D.C.

Pub Date—Mar 82

Note—19p.

Available from—Association of American Colleges, 1818 R Street, N.W., Washington, DC 20009.

Journal Cit—Forum for Liberal Education; v4 n4 Mar 1982

Pub Type—Reports—Descriptive (141)—Opinion Papers (120)—Collected Works—Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Adult Students, *Books, *Cultural Education, *Degree Requirements, *Graduate Study, *Higher Education, *Humanities, *Independent Study, *Individualized Programs, *Interdisciplinary Approach, *Liberal Arts, *Masters Degrees, *Moral Values, *Nontraditional Students, *Program Descriptions, *Reading Assignments, *Social Sciences, *Technology

Identifiers—Eastern Michigan University, Georgetown University DC, Great Books Curriculum, Monmouth College NJ, Saint Johns College MD, Saint Johns College NM, Temple University PA, University of Oklahoma, University of Southern California, Wesleyan University CT

An article on graduate liberal studies (GLS) and descriptions of GLS programs are presented. In "The Concept of Graduate Liberal Studies," Allie M. Frazier considers GLS curricular offerings, characteristics of students pursuing these studies, and the future of GLS. GLS degree programs allow adults to pursue a liberal education, which is seen as a continuous search for knowledge about self and the world. Many students secured professional or specialized degrees as undergraduates; they are ready for the interdisciplinary, integrative approach GLS programs offer. Others earned discipline-oriented undergraduate degrees in the liberal arts and want to further their love of learning. Graduate liberal studies programs are doing well in every demographic and geographic setting and in a diversity of institutions. The following programs are described: Open Your Mind's Eye at the University of Southern California; An Emphasis on Values at Georgetown University; A Guided Tour of the Liberal Arts at Temple University; Self-Paced Individualized Study at the University of Oklahoma; Discussing Great Books at St. John's College (New Mexico and Maryland); American Culture and Technology Concentrations at Eastern Michigan University; Core Courses and Colloquia at Monmouth College; and Graduate Liberal Studies in Its Third Decade at Wesleyan University (Connecticut). The names of the degree vary from school to school: Master of Liberal Arts, Master of Liberal Studies, Master of Arts, Master of Arts in Liberal Studies. They range from Wesleyan University's 30-year-old degree to the year-old Eastern Michigan degrees. Additional programs and resources are described briefly. (SW)

ED 213 385

HE 014 916

Sawyer, R. Maxey, E. J.

The Relationship Between College Freshman Class Size and Other Institutional Characteristics and the Accuracy of Freshman Grade Predictions.

American Coll. Testing Program, Iowa City, Iowa. Research and Development Div.

Report No.—ACT-82

Pub Date—Jan 82

Note—19p.

Available from—Research and Development Division, American College Testing Program, P.O. Box 168, Iowa City, IA 52243 (\$1.00 prepaid).

Pub Type—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, *Class Size, *College Freshmen, *Ethnic Groups, *Grade Point Average, *Higher Education, *High School Seniors, *Institutional Characteristics, *Predictive Validity, *Private Colleges, *Racial Composition, *Sex

Differences, *Standardized Tests, *State Colleges

Identifiers—*American College Testing Program

The validity of American College Testing (ACT) scores and self-reported high school grades in predicting college freshman grade average is documented, and the accuracy of prediction equations based on these measures is reported for institutions of differing freshman class size, affiliation, degree level, and racial/ethnic composition. Results are based on data collected from a random sample of 205 colleges that participated in the ACT Research Services in 1974-75 and 1976-77, with a separate prediction equation calculated for each college from its 1974-75 data. The predictive validity of ACT scores and high school grades was weakly related to freshman class size of more than 90. Prediction accuracy was moderately related to the institutional characteristics of affiliation, degree level, and racial/ethnic composition. Among the total college group, the accuracy of separate-sex predictions was less strongly related to freshman class size than to other institutional characteristics studied. However, it was more strongly related to freshman class size at private and four-year institutions than other kinds of institutions. Combined-sex equations based on simple random samples of size 50 from the base year data were almost as accurate as equations based on all records from the colleges, suggesting that ACT data could be used to make predictions of acceptable accuracy at colleges with as few as 50 freshmen. (Author/MSE)

IR

ED 213 386

IR 009 851

Malik, M. F.

Television Content.

Pub Date—Dec 78

Note—71p.

Pub Type—Opinion Papers (120)—Reports—Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Attitude Change, *Audiences, *Cognitive Processes, *Comparative Analysis, *Content Analysis, *Foreign Countries, *Programming (Broadcast), *Social Environment, *Stereotypes, *Television Research, *Television Viewing, *Values

Identifiers—Quebec

Focusing on changes in the minds of the audience, this study of the impact of television programs provides a general analysis of the perceptual spectrum of the television audience and its values, preferences, and attachments to the content of television programs. Influences are identified and cued to the development of programming, and findings of research on primary information processing are discussed as they relate to the transmission of televised ideas and content. Various methods of content analysis, data regarding ideas, and ways to intercept ideas in the earliest stages of production or to measure idiomatic change are presented, as well as the major questions and problems of western society and the basic mental stereotypes and archetypes that are created in the minds of the television audience. Five approaches to improving programming for television in Quebec Province are suggested, and a 78-item bibliography is attached. (CHC)

ED 213 387

IR 009 924

Instructional Materials: School Library Resources Program. Planning Guide, ESEA IV, Part B.

1981-82.

New York State Education Dept., Albany. Bureau of School Libraries.

Pub Date—81

Note—37p.; For related document, see ED 195 278.

Pub Type—Guides—Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Curriculum Development, *Elementary Secondary Education, *Federal Aid, *Federal Programs, *Guidelines, *Instructional Materials, *Library Equipment, *Library Materials, *Library Planning, *Resource Allocation, *School Districts, *School Libraries

This guide provides the necessary information and instructions for preparing applications and supplementary information forms for acquiring library resources in support of curriculum development. It is designed for use by educational agencies which are completing the IV B Application Form or the Annual Supplement III. The guide contains materials on the planning and selection of school library resources, eligible and ineligible expenditures, the

state allocation formula and agencies receiving allocations, where to apply for funds, and project monitoring and evaluation procedures. This planning manual also includes information on participation of non-public school agencies in receiving funding support, and provides fiscal guidelines and filing requirements for all agencies to consider prior to completing the IV B application for the fiscal year 1981-1982. (MER)

ED 213 388 IR 009 945

Van Matre, N. H. And Others
Computer-Managed Instruction in the Navy: V.
The Effects of Charted Feedback on Rate of
Progress Through a CMI Course.

Navy Personnel Research and Development Center,
San Diego, Calif.

Report No.—NPRDC-TR-82-16

Pub Date—Nov 81

Note—26p; For related documents, see ED 196
411 and ED 200 226.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Charts, Computer Assisted Instruction,
*Computer Managed Instruction, *Feedback,
*Individualized Instruction, Military Personnel, Student Attitudes, *Student Motivation,
*Technical Education

Two experiments are conducted to (1) develop feedback charts that display information on cumulative progress to motivate students, (2) determine the best procedures for chart delivery, and (3) assess the feasibility of the chart procedures in operational computer managed instruction (CMI) courses. Experiment I was designed to test five types of chart conditions in one CMI course. Although no significant differences were observed between the five conditions, the best method appeared to be the condition in which students requested charts that contained indications of available incentives. Experiment II was an operational test of the best chart procedure from Experiment I in four CMI schools with varying content and management styles. The chart procedures resulted in shorter course completion times when compared with the times of control groups without charts in all four schools, and student and instructor attitudes were strongly supportive of the effectiveness of the chart procedures in each experiment. Results indicated that charted feedback of progress in a CMI course is effective for improving student progress without interfering with achievement. The appendix includes preliminary and Phase II instructions to students and a progress rate plotting guide. A bibliography of 13 items is included. (CHC)

ED 213 389 IR 010 006

School Microwave Reviews, Evaluations of Educational Software for Apple, PET, TRS-80, with Index to Evaluations in Other Publications.

Dresden Associates, Dresden, Maine.

Pub Date—81

Note—68p; For related document, see ED 196 431.

Available from—Dresden Associates, P.O. Box 246, Dresden, ME 04342 (\$20.00 per issue).

Journal Cit—School Microwave Reviews; v1 n1 Sum 1981

Pub Type—Reference Materials - Bibliographies (131) - Tests/Questionnaires (160) - Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Computer Assisted Instruction, *Computer Programs, Content Analysis, Elementary Secondary Education, *Evaluation Criteria, *Instructional Materials, *Microcomputers
Identifiers—Apple II, Commodore PET, Critical Analysis, *Reviewing Sources, TRS 80

This document describes the operation and quality of pre-college instructional software sold for use on microcomputers. It also assists in locating other sources of similar information about instructional software. This edition is limited to programs for the Apple II, Commodore PET, and Radio Shack TRS-80 Model I. Fifty reviews of software products from 21 different suppliers are listed. In addition, an index is included which provides access to 287 reviews of instructional software published over the past two years by a dozen different magazines and journals. Also described is the User Software Review Program, a cooperative program through which persons interested in evaluating software may receive free or reduced price copies of School Microwave Reviews. Advice is given on selecting software for review and on submitting evaluations. A

copy of the evaluation form to be used is also provided. (LLS)

ED 213 390

IR 010 007

Cox, Ray Bruby, Richard

Text and Illustration Processing System (TIPS)

User's Manual. Volume 2: Graphics Processing System.

Naval Training Analysis and Evaluation Group, Orlando, Fla.

Report No.—TAEG Report No. 107

Pub Date—Aug 81

Note—167p; For related document, see ED 208 862.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Computer Graphics, *Computer Programs, Computers, *Display Systems, Editing, Equipment, Input Output Devices, *Production Techniques

Identifiers—Authoring Aids, Naval Training, *Text and Illustration Processing System

This manual contains the procedures to teach the relatively inexperienced author how to enter and process graphic information on a graphics processing system developed by the Training Analysis and Evaluation Group. It describes the illustration processing routines, including scanning graphics into computer memory, displaying graphics, enhancing them in various ways, and adding annotations and overlays. It also describes routines for managing both active files and archives. Appendices contain descriptions of equipment used, samples of graphics made with the various routines, and explanations of specific functions. (Author/LLS)

ED 213 391

IR 010 009

Martinez, Carol

Developing Resource Support for Educators Using

Microcomputers.

Southeast Metropolitan Board of Cooperative Services, Denver, Colo.

Pub Date—14 Jul 81

Note—19p.

Pub Type—Reports - Descriptive (141) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Programs, Elementary Secondary Education, *Information Networks, *Information Services, *Media Selection, *Microcomputers, Online Systems, *Reference Services

This working paper documents the efforts of a professional information center (PIC) in Denver to provide resources that aid teachers and administrators in selecting software programs for varied microcomputer uses. The report outlines the development of PIC as a coordinator and clearinghouse for organizing and disseminating information on computers to schools served by Denver's Southeast Board of Cooperative Services. It examines PIC's current programs and presents a blueprint for expanding its scope to include informing interested educators about PIC's current awareness and professional library services, providing literature search services, and distributing current "state of the art" reviews on microcomputer applications. Appendices include listings of directories, catalogs, and journals that provide information on educational software. (MER)

ED 213 392

IR 010 010

MacDonald, Barrie, Ed. May, Kathleen M., Ed.
Broadcasting: A Selected Bibliography. Second Edition.

Independent Broadcasting Authority, London (England).

Pub Date—Apr 81

Note—60p.

Available from—Independent Broadcasting Authority, 70 Brompton Road, London SW3 1EY, UK (free).

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Administrative Policy, *Broadcast Television, Cable Television, Censorship, Developing Nations, Educational Equipment, *Educational Television, Electronic Equipment, Foreign Countries, *Production Techniques, *Programming (Broadcast), Radio, Videotex

Identifiers—*Societal Impact, United Kingdom

Intended as an introduction to the subject of broadcasting for general interest audiences, this second edition of the bibliography includes 263 annotations which summarize a wide range of items from

the literature available on broadcasting. Sections include materials on world broadcasting in African, American, Asian and European countries; the general and historical background of British broadcasting; policy, censorship and control issues in broadcasting; production techniques and programming practices in general broadcast and educational television; educational equipment development and selection; and effects of broadcasting on societal processes and change. Annotations on broadcast bibliographies, directories and periodicals are also given. (MER)

ED 213 393

IR 010 014

Microcomputers in Today's Schools: An Administrators' Handbook.

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Nov 81

Contract—400-80-0105

Note—258p; Produced for the Conference on Microcomputers in Today's Schools (Portland, Oreg., November 11-12, 1981).

Pub Type—Information Analyses (070) - Guides - Non-Classroom (055) - Collected Works - General (020)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Administrators, Basic Skills, *Computer Assisted Instruction, *Computer Oriented Programs, Disabilities, Educationally Disadvantaged, Educational Research, Elementary Secondary Education, *Microcomputers, Program Descriptions, *Public Schools

This handbook contains journal articles, reports, and documents collected for the purpose of providing school administrators with current information on computer applications in public schools. The first part of the handbook includes reports on computer oriented programs in the schools of Alaska and Oregon, procedures for assessing computer needs, recommendations for evaluating and purchasing computer hardware, and some model applications of computers for teaching the handicapped and/or in basic skills programs. The second part provides profiles of schools and school districts currently using microcomputers as part of their instructional program. Each profile presents a description of a specific computer project, including hardware, software, personnel, costs and a contact person and phone number for arranging on-site visits. Additional sources of information on computer applications in educational settings are identified in bibliographies accompanying many of the reports and in a resource list at the end of the handbook. (MER)

ED 213 394

IR 010 015

Johnson, Kerry A. Keller, Paul F. G.

Television in the Public Schools. Final Report of the Maryland ITV Utilization Study.

Maryland Univ., College Park. School of Library and Information Services.

Spons Agency—Maryland Center for Public Broadcasting, Owings Mills.

Pub Date—Dec 81

Note—152p.

Pub Type—Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Administrator Attitudes, Educational Finance, Educational Innovation, Educational Planning, *Educational Policy, *Educational Television, Elementary Secondary Education, *Media Specialists, Questionnaires, School Surveys, State School District Relationship, *Teacher Attitudes, Use Studies

Identifiers—*Maryland

In order to provide information for programming and policy decisions to the Maryland State Education Department, personnel at 200 schools were surveyed to determine how instructional television (ITV) is used at district and school levels. Among questions explored were: (1) the availability of broadcast signal, programming sources, and equipment to receive programming; (2) the commitment of finances at the district and school levels; (3) the extent of use, and the mode of use, of ITV; (4) resource and service commitments at the building level; and (5) the opinions and values of Maryland's educators relative to ITV. Results indicated that while television equipment is generally accessible, ITV use is frequently restricted by tight program scheduling. Teachers indicated that they felt that budget constraints, lack of administrative support,

and bias against too much use of ITV as an instructional tool also serve as deterrents to its application in the schools. (MER)

ED 213 395 IR 010 017

Nelson, Bernadette And Others
Assessment of the ESAA-TV Program: An Examination of Its Production, Distribution, and Financing.

Abt Associates, Inc., Cambridge, Mass.
Spons Agency—Office of Program Evaluation (ED), Washington, D.C.

Report No.—AAI No. 80-146

Pub Date—80

Contract—300-77-0468

Note—328p; For related document, see ED 199

341. Various tables throughout the document may not reproduce due to type size.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors—*Childrens Television, Desegregation

Methods, Educational Television, Elementary Secondary

Education, Federal Aid, Integration Studies, Program

Evaluation, *Programming (Broadcast), *Public Schools, *Racial Integration,

Television Research

Identifiers—*Emergency School Aid Act 1972

This study evaluates the Emergency School Assistance Act Television Program (ESAA-TV),

which provides grants and/or federal contracts to school districts for the production, duplication, promotion,

and distribution of racially integrated children's programming. A review of the origins and

intents of the legislation is followed by a description of the context and design of this study and an overview

of federal policies and practices related to the program. The evaluation includes an analysis of production

objectives and techniques in light of audience needs; a discussion of minority group

employment in the production of ESAA-TV; procedures used for promoting and distributing ESAA

programs to home and commercial audiences; and a financial assessment of the cost and effectiveness

of ESAA-TV Series awards. Also provided are a broadcaster survey commenting on the goals and

procedures of the program, and a summary of conclusions and recommendations for future improvements

in ESAA-TV programs. Appendices include a listing of people who provided information for the

evaluation, as well as background on the data sources and measures used for the financial analysis.

(MER)

ED 213 396 IR 010 018

Lieberman, Michael And Others

Computers Don't Byte. A Starting Point for Teachers

Using Computers. A Resource Booklet.

Ontario Secondary School Teachers' Federation, Toronto.

Report No.—ISBN-0-920930-08-5

Pub Date—81

Note—82p.

Available from—Ontario Secondary School Teachers' Federation, 60 Mobile Drive, Toronto, Ontario, Canada M4A 2P3 (\$4.00).

Pub Type—Guides - Classroom - Teacher (052) - Information Analyses (070)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Computer Assisted Instruction, *Computer Oriented Programs, *Computer Programs,

*Computers, Disabilities, Elementary Secondary Education, *Information Networks,

Information Retrieval, Information Storage, Microcomputers, Programming Languages, Resource

Allocation, Teacher Education

Identifiers—Boolean Logic, PLATO, TICCIT Computer System

Designed to provide a starting point for the teacher without computer experience, this booklet

deals with both the "how" and the "when" of computers in education. Educational applications

described include classroom uses with the student as a passive or an active user and programs for the

handicapped; the purpose of computers in education as set forth by Seymour Papert in "Mindstorms";

administrative uses; cataloging computer courseware; in-house production of educational programs;

and using the computer to retrieve information and in resource sharing. Also included

are a review of ministry activities and discussions of such professional issues as health hazards of video

display terminals, teaching styles, staffing, teacher training, copyright, obsolescence, budgeting, career

planning, sexism, haves and have nots, and psychological barriers. A brief history of computers is followed

by explanations of computer technology,

computer logic, and programming languages, with

samples and illustrations; a checklist for buying a microcomputer is included. Resources listed include

books, periodicals, audiovisual materials, organizations, and continuing education programs. A

glossary of computer terms and acronyms is also provided. (MER)

computer logic, and programming languages, with samples and illustrations; a checklist for buying a microcomputer is included. Resources listed include books, periodicals, audiovisual materials, organizations, and continuing education programs. A glossary of computer terms and acronyms is also provided. (MER)

ED 213 397 IR 010 019

Choosing an Electronic Message System: A Guide for the Human Services.

Institute for the Future, Menlo Park, Calif.; New York Univ., N.Y. Alternate Media Center.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Pub Date—Sep 80

Grant—54-P-71362/2/2-01

Note—19p; For related documents, see IR 010

020-021.

Pub Type—Reports - Evaluative (142) - Guides - General (050)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Costs, Developmental Disabilities,

Evaluation Criteria, Guides, *Human Services, *Input Output Devices, *Online Systems, *Telecommunications, *Teleconferencing

This guide is designed to give persons working with developmentally disabled clients a practical introduction to the strengths and weaknesses of electronic message systems. It supplies answers to questions often asked by human services personnel, and includes brief descriptions of message systems now available or anticipated in the near future. The advantages and disadvantages of basic types of electronic message systems are briefly discussed, as well as ways in which a group can determine whether it is a good candidate for such a service, what an organization needs to get started, and how to operate an electronic message system. An explanation of the costs of electronic mail systems, a list of human service organizations using such systems, and a list of 11 service providers are also included. Information on a project at New York University and a list of papers on telecommunications in human services available from the project are appended. (MER)

ED 213 398 IR 010 020

McNeal, Barbara

Electronic Mail Among University Training Centers. A Demonstration in National Network

Building. Report R-49.

Institute for the Future, Menlo Park, Calif.; New York Univ., N.Y. Alternate Media Center.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Pub Date—Nov 80

Grant—54-P-71362/2/2-01

Note—41p; For related documents, see IR 010

019-021.

Pub Type—Reports - Evaluative (142) - Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Demonstration Programs, Developmental Disabilities, Higher Education, *Human Services, *Information Dissemination, *Information Networks, Input Output Devices, Questionnaires, Shared Services, State Agencies, *Telecommunications, Teleconferencing, Universities

The activities described in this report were part of a demonstration project designed to test the feasibility of using electronic messages to support information and resources exchange among professionals who serve the developmentally disabled (DD). The one year demonstration included the participation of 26 university based centers across the United States and over 40 of their staff members. The centers which participated are designed to provide training, research and clinical experiences for their professionals working in the DD field. Information sharing revolved around the needs of agencies, and typical messages consisted of updates on events of professional importance as they occurred in Washington, exchange of specific research articles and information on current research, announcements of continuing education opportunities, and job availability announcements. As a result of the demonstration project, a permanent network was developed that now links over 30 university based training centers as well as 14 State Developmental Disability Councils. (MER)

ED 213 399 IR 010 021

Rowan, Paul D.

1981 Audio Conferencing Handbook. Paper P-117.

Institute for the Future, Menlo Park, Calif.; New York Univ., N.Y. Alternate Media Center.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Pub Date—Feb 81

Grant—54-P-71362/2/2-01

Note—36p; For related documents, see IR 010

019-020.

Pub Type—Reports - Evaluative (142) - Guides - General (050)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Costs, Decision Making, Delivery Systems, Developmental Disabilities, Electronic Equipment, Evaluation Criteria, Guides, *Human Services, *Information Networks, *Needs Assessment, *Planning, Telecommunications, *Teleconferencing

Identifiers—Vermont

This handbook outlines ways to conduct audio conferences, provides a review of the kinds of equipment needed, analyzes various cost factors, and offers guidelines for establishing an appropriate role for this technology in a human service environment. The results of an audio conference project designed for a service dealing with developmentally disabled persons in Vermont illustrate decision-making and problem solving techniques that can be used in any type of human service organization to help choose an appropriate communications channel for the desired services. The handbook includes sections on assessing organizational needs, setting up a conferencing system, designing an audio conference, and maintaining a conferencing network beyond its preliminary funding stages. Appendices provide information on equipment suppliers, providers of conference bridging services, and publications pertaining to teleconferencing programs and techniques. (MER)

ED 213 400 IR 010 022

Nordman, R. Parker, J.

Teaching Computer Literacy in an Elementary School: A Comparison of Two Methods Using Microcomputers. Report No. 81:18.

Educational Research Inst. of British Columbia, Vancouver.

Pub Date—Sep 81

Note—165p; Best available copy.

Available from—Educational Research Institute of British Columbia, Suite 400, 515 West 10th Ave., Vancouver, B.C. V5Z 4A8 (\$15.00).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Computer Literacy, Computer Programs, Educational Innovation, Elementary Education, Foreign Countries, Intermedia Differences, *Microcomputers, *Programming, *Programming Languages, *Teaching Methods

Identifiers—BASIC Programming Language, British Columbia

This report compares two methods of teaching BASIC programming used to develop computer literacy among children in grades three through seven in British Columbia. Phase one of the project was designed to instruct children in grades five to seven on the arithmetic operations of writing simple BASIC programs. Instructional methods included using job cards, program cards, and large group instruction, and each student was allowed to spend an equal amount of time on the computer. Phase two was also designed to teach arithmetic operations of BASIC programming, but this time worksheets and take home assignments were the major instructional tools used with children in grades three through five. Moreover, students were only allowed to use the microcomputers as needed to complete assignments. Results indicated that children from both groups made gains in their comprehension of programming, but that this was not necessarily related to age or instructional methods. It was concluded that LOGO type languages may be better for working with elementary school students, with BASIC being reserved for more advanced stages of instruction. This report includes pre- and posttests, scores, job cards for the lessons, and background material for teaching computer literacy prior to programming. (MER)

ED 213 401 IR 010 028

Walker, Judith, Ed.
AECT Human Resources Directory, 1981-1982.
Association for Educational Communications and
Technology, Washington, D.C.
Pub Date—81
Note—146p.

Available from—Association for Educational Com-
munications and Technology, 1126 Sixteenth St.,
N.W., Washington, DC 20036.

Pub Type—Reference Materials - Directories/-
Catalogs (132)

EDRS Price - MF01/PC01 Plus Postage. PC Not Availa-
ble from EDRS.

Descriptors—Codes of Ethics, *Committees,
*Coordinators, Directories, *Governing Boards,
*Group Membership, Human Resources, *Profes-
sional Associations

Identifiers—*Association for Educational Com-
munications Tech, Bylaws

Contained in this directory are: (1) the Constitu-
tion and bylaws of the Association for Educational
Communications and Technology (AECT); (2) the
organization's Code of Ethics; (3) the Board of Di-
rectors; (4) the staff members of the national office;
(5) the regional coordinators; (6) the divisions; (7)
national affiliates; and (8) AECT committees and
task forces. In addition, there is a complete mem-
bership list including names, addresses, phone num-
bers, job titles and settings, and division affiliations
of current AECT members. Also included is a direc-
tory of the state affiliates and a list of advertisers.
(LLS)

ED 213 402 IR 010 029

Diener, Richard A. V.
Abusing Information: Problem Planning in an
Information Age.
Pub Date—May 81

Note—9p; Paper presented at the Midyear Meet-
ing of the American Society for Information
Science (Durango, CO, May 1981).

Pub Type—Opinion Papers (120) — Speeches/-
Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classification, *Communication
(Thought Transfer), *Communication Problems,
*Credibility, Information Dissemination, *Infor-
mation Science, Planning, Propaganda

Identifiers—*Accuracy, Ephemerality, Knowledge
Development

While it is customary to consider "information"
synonymous with true information, given its soci-
etal significance in the modern world, a wider per-
spective on the veracity and ephemerality of
information is imperative. A typology of message
veracity contains four types: informational, misin-
formational, disinformational, and noninforma-
tional. Resulting from the interaction between
sender and receiver, these types represent the per-
ceptions by both parties of the truth or falsity of
a message. An informational message is considered
true by both parties; a misinformation message is
considered false by the sender but true or irrelevant
by the receiver; a disinformational message is
considered false by both parties. Difficulties arise
in an information society when the number of misin-
formational and disinformational messages outnum-
ber the informational messages, while a condition of
general distrust is created by noninformational mes-
sages. The ephemerality of all information poses ad-
ditional problems. Data are considered to have the
shortest life and the least meaning and "informa-
tion" falls in between, while knowledge is generally
considered as having the longest life and carries
with it the greatest meaning. Thirteen references are
provided. (Author/RAA)

ED 213 403 IR 010 030

McClure, Charles R.
An Approach to Study the Relationship Between
Organizational Information Processing and Organi-
zational Climate in Academic and Public
Libraries.

Pub Date—14 May 81

Note—15p; Paper presented at the Midyear Meet-
ing of the American Society for Information
Science (Durango, CO, May 14, 1981).

Pub Type—Reports - Research (143) — Speeches/-
Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Libraries, Communication
(Thought Transfer), Decision Making, *Infor-
mation Processing, Models, *Organizational Cli-

mate, *Organizational Communication,
*Organizational Effectiveness, *Predictor Vari-
ables, Public Libraries, *Research Design

The proposed research project is designed to bet-
ter understand the impact of organizational infor-
mation processing variables on other organizational
variables such as the organizational climate. A brief
summary of the research related to organizational
information processing and climate is followed by a
suggested research design to study information
processing and climate in academic and public li-
braries. Following the specific hypotheses for the
project, the paper concludes by noting that such
research will assist investigators to identify organi-
zational climate contingencies where information
variables are maximized/minimized, to describe the
effect of various informational processing variables
on specific aspects of organizational climate, and to
develop models to predict the effect of information
processing and organizational climate on overall or-
ganizational effectiveness. Included are 20 refer-
ence notes. (Author/RAA)

ED 213 404 IR 010 031

Du Mont, Rosemary Ruhig Du Mont, Paul F.
Assessing the Effectiveness of Library Service.

Occasional Paper Number 152.

Illinois Univ., Urbana. Graduate School of Library
Science.

Pub Date—Dec 81

Note—25p.

Available from—Publications Office, Graduate
School of Library & Information Science, Univer-
sity of Illinois, 249 Armory Bldg., 505 E. Armory
Street, Champaign, IL 61820 (\$3.00, per copy
prepaid).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage. PC Not Availa-
ble from EDRS.

Descriptors—*Classification, *Evaluation Criteria,
Evaluation Methods, Library Personnel, Library
Role, Library Services, Models, *Organizational
Effectiveness, *Organizational Objectives, *Sys-
tems Approach

Identifiers—Library Users

Discussions of goal, process, and structure ap-
proaches for measuring library service effectiveness
are reviewed and a scheme integrating these approaches
is presented. Preferred ways of reviewing library
effectiveness are identified for four major constitu-
encies: staff, directors, users, and societal groups
such as funding agencies. A discussion of goals as
organizational intentions and as outcomes leads to
a 2-part goal model: goal typology and systems
model. Two figures and 38 references are provided.
(RBF)

ED 213 405 IR 010 032

Reibach, Lois R.
The COM Catalog: A Plan for Implementation.

Pub Date—7 Aug 81

Note—34p.

Pub Type—Guides - General (050)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Libraries, Cataloging,
*Computer Output Microfilm, *Cost Effective-
ness, Decision Making, Higher Education, *Li-
brary Catalogs, *Library Equipment, Library
Instruction, *Library Planning, *Microforms, Ob-
jectives, Visual Aids

Identifiers—Kent State University OH

A brief statement on the advantages of using com-
puter output microform (COM) for library catalogs
introduces a general plan for implementing such a
catalog in an academic library. The factors involved
and types of decisions that must be made are dis-
cussed for each of eight steps in the process: deter-
mining the objectives of the catalog; choosing the
format; data elements to be used; the visual presen-
tation of the data; choosing a microfiche reader;
determining the number of readers needed; choos-
ing a service bureau; and user instruction. A formula
for determining the monthly cost of maintaining the
COM catalog is appended. The more than 60 refer-
ences provided are listed in subject categories.
(RAA)

ED 213 406 IR 010 033

Indexation Rules for Metallurgy in PASCAL.
Original Title: Regles d'Indexation de la Metal-
lurgie—Technical Note Issued by Informa-
science—January 1980. Translated by Marie
Wallin.

Royal Inst. of Tech., Stockholm (Sweden). Library.
Report No.—TRITA-LIB-4070

Pub Date—Sep 81

Note—14p; For related document, see ED 185

974.

Pub Type—Guides - General (050)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Databases, French, German, Guide-
lines, *Indexing, Information Retrieval, Inter-
national Programs, *Metallurgy, Online Systems,
Research Reports, *Subject Index Terms

Identifiers—France, *PASCAL Data Base, West
Germany

The indexing rules presented are designed for use
with a new French-German database on metallurgy
being developed under an agreement by CNRS
(Centre National de la Recherche Scientifique, Pa-
ris) and BAM (Bundesanstalt für Materialprüfung,
Berlin). The new database, which will feature mul-
tilingual titles and index terms (French-German-
English-) and bilingual abstracts (French-German),
is expected to acquire and process some 30,000 re-
ferences per year. The indexing rules given reflect
some changes in the 1979 rules for the metallurgy
section of PASCAL, primarily in the classification
codes, and in the indexing and selection of input
documents. Types of descriptors and other subject
terms employed in the system are listed and de-
scribed, the chaining together of controlled vocabu-
lary and free text terms in the PASCAL system is
explained, and the use of supplementary classifica-
tion codes is outlined. An appendix on the applica-
tion of PASCAL in the field of metallurgy using the
EPOS/VIRA computer system is attached. (JL)

ED 213 407 IR 010 034

Murphy, Marcy

On-Line Services in Some Academic, Public and
Special Libraries. A State-of-the-Art Report.
Occasional Paper Number 151.

Illinois Univ., Urbana. Graduate School of Library
Science.

Pub Date—Nov 81

Note—25p.

Available from—Publications Office, Graduate
School of Library and Information Science, Univer-
sity of Illinois, 249 Armory Bldg., 505 E. Ar-
mory Street, Champaign, IL 61820 (\$3.00, per
copy prepaid).

Pub Type—Information Analyses (070) — Reports
- Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage. PC Not Availa-
ble from EDRS.

Descriptors—*Academic Libraries, *Costs, Data-
bases, Librarians, Library Surveys, *Online Sys-
tems, Professional Training, *Public Libraries,
Questionnaires, *Reference Services, *Special Li-
braries, Training Methods, Use Studies

Identifiers—Vendors

A survey of over 200 academic, public, and spe-
cial libraries in 13 selected states was conducted in
the fall of 1979 to provide a state of the art report
on online or computerized reference services. Li-
braries were selected from states which had demon-
strated leadership in networking, and data were
sought in four areas: (1) users of online information,
(2) suppliers of those services, (3) training and re-
training of searchers, and (4) funding patterns. Of
the 192 libraries that responded, 91 offered compu-
terized reference service—35 academic, 16 public,
and 40 special libraries. Findings indicate that: (1)
the technical-professional community received the
most service, followed by graduate students, faculty,
and undergraduate students; (2) in decreasing order,
Lockheed, the System Development Corporation,
and the Bibliographic Retrieval Service were the
major vendors; and (3) these vendors trained most
of the users, who are primarily the professional staff
in all types of libraries, to search online. In the area
of funding patterns, it was found that most academic
and public libraries recovered at least partial costs
from their clients and fees were rarely charged in
special libraries. The questionnaire is appended.
Two figures and 22 references are provided. (RBF)

ED 213 408 IR 010 035

Online Library Systems: Bringing Information to
People.

OCLC Online Computer Library Center, Inc., Dub-
lin, Ohio.

Pub Date—81

Note—20p; Colored graphics and photographs
may not reproduce.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cataloging, Directories, *Information
Retrieval, Interlibrary Loans, Library Acquisi-
tion, Library Circulation, *Library Networks,
*Online Systems, *Publications, Serials, *Union
Catalogs

Identifiers—*OCLC

OCLC is a computer network system providing an online union catalog and cataloging, interlibrary loan, serials control, name-address directory, acquisitions, and circulation control services to over 4000 user terminals linked together by dedicated leased telephone lines or by dial access systems. OCLC users have at their fingertips online files of bibliographic information about OCLC members, vendors, and other institutions. By typing simple commands on the terminal keyboard, users can retrieve needed information in seconds. The information appearing on the screen may be used repeatedly by institutions in the network system. Other features such as subject retrieval and patron access are in development. Together OCLC constitutes an online system that can support libraries in all 50 states and some foreign countries. (Author/RAA)

ED 213 409 IR 010 036

Mavor, A. S. *And Others*
Cognitive Models of Scientific Work and Their Implications for the Design of Knowledge Delivery Systems.

W/V Associates, Annapolis, Md.
Spons Agency—National Science Foundation.
Washington, D.C. Div. of Information Science and Technology.

Pub Date—Oct 81
Grant—DS-176-24385
Note—64p.

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Artificial Intelligence, *Cognitive Processes, *Identification, *Information Needs, *Information Systems, Man Machine Systems, Online Systems, Researchers, Scientists, *Systems Development, Tables (Data), Task Analysis
Identifiers—Scientific and Technical Information

Part of a sustained program that has involved the design of personally tailored information systems responsive to the needs of scientists performing common research and teaching tasks, this project focuses on the procedural and content requirements for accomplishing need diagnosis and presents these requirements as specifications for an interactive, computer-based, knowledge delivery system for scientific researchers. A discussion of selected concepts from cognitive science and artificial intelligence describes their use as models for characterizing the research process or to specify procedural requirements for the system. Applications of these concepts in two manual "simulations" of the diagnostic process are described, including the research project as a procedural script (illustrated with scripts in microbiology and industrial psychology), the researcher as a problem solver, the diagnostic system as a problem solver, and the researcher's knowledge needs as schemata/frames. A 7-step process is described which is designed to successively narrow and define the researcher's current problem and his knowledge surrounding that problem, thus providing a basis for developing a search strategy, selecting relevant knowledge, and developing information products to fill knowledge gaps. Fifteen references are listed, and appendices provide examples of knowledge schemata. (RAA)

ED 213 410 IR 010 037

Montgomery, Wayne R.
Determining Student Information Need Based Upon Required Work Activities.

Pub Date—Dec 81
Note—95p.; Master's Thesis, University of California at Los Angeles.

Pub Type—Dissertations/Theses - Masters Theses (042) — Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Academic Libraries, Case Studies, *College Faculty, *College Students, *Decision Making, Environmental Influences, Higher Education, *Information Needs, *Library Administration, Library Research, Questionnaires, *Task Analysis, Use Studies

This study examines the role of the user study as a management tool in academic libraries and proposes a task-oriented survey method to estimate the library clientele's need for documents. Research on work and task-oriented information studies is discussed and applied to the development of a survey instrument. A case study employing the task-oriented survey instrument is presented in the second half of the paper. Sixteen members of the faculty of the Department of Special Education at California State University, Northridge, responded to the survey questions in an interview or through campus

mail. Forty courses and 824 students were represented in the faculty responses. Based on an expected need formula, it was estimated that the students would need more than 8,517 document exposures to successfully complete their assignments. The study includes three appendices: (1) Outline of Academic Library Services, (2) Department of Special Education Programs, and (3) the survey instrument. There is a 36-item bibliography. (Author/RAA)

ED 213 411 IR 010 038

Brawne, Michael Schwarz, Stephan
Development of the Institute of Scientific and Technical Information of China (ISTIC). Report Prepared for the Government of the People's Republic of China by the United Nations Educational, Scientific and Cultural Organization (UNESCO).

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No.—TR-RP/1979-1980/5/10.1/03
Pub Date—31 Mar 81

Note—93p.

Pub Type—Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Consultants, *Consultation Programs, Developing Nations, Equipment Evaluation, Facility Guidelines, Illustrations, *Information Networks, Information Services, *Information Systems, *Long Range Planning, National Programs

Identifiers—*China, *Scientific and Technical Information

Prepared by two Unesco consultants following a one-month visit requested by the People's Republic of China, this report presents observations and advice for the development of the Institute of Scientific and Technical Information of China (ISTIC). The objectives of the mission were to advise on the functional structure of the institute; advise on the selection of equipment and other materials for the new building of the Institute; provide estimates of manpower, equipment, and financial resources required; draw up a plan for the development of information services; advise on technical and financial details of the institute; and to be available for future consultation on any other technical problems. Little documentation was available to the consultants, thus the report relies primarily on verbal data, mostly via translation. The report includes recommendations to ISTIC, background information on existing facilities, ISTIC's planning for computer applications, computer and software options for bibliographic information services, an architectural brief for the ISTIC building, and building problems and proposals. Appendices provide a list of participants and the findings of a similar trip to Japan along with its 21 references. This paper includes 18 references and a 13-item bibliography of documents produced by ISTIC. (RAA)

ED 213 412 IR 010 039

Masters, Ronald G.
Educational Research: A Review of Bibliographic Tools.

Pub Date—80
Note—14p.

Pub Type—Reference Materials - Bibliographies (131) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Libraries, *Educational Research, *Government Publications, Graduate Students, Higher Education, Library Guides, *Reference Materials, *Resource Materials, Search Strategies, Tests

Identifiers—ERIC, Monthly Catalog of U S Government Publications

This bibliographic essay provides a sequence for searching and a list of 60 reference sources useful for retrieving educational research literature. Many of these sources are briefly described in the essay. The bibliography includes reviews of research, bibliographies, indexes, abstracts, yearbooks, dictionaries, and such government publications as the Monthly Catalog of U.S. Government Publications and the publications of the Educational Resources Information Center (ERIC). Library call numbers and locations in the library of Queens College, Flushing, New York, are included. (RBF)

ED 213 413 IR 010 040

Final Report of the Course-Related Library Instruction Program, 1978-1981.

Ball State Univ., Muncie, Ind. Dept. of Library Science.

Spons Agency—Council on Library Resources, Inc., Washington, D.C.; National Endowment for the Humanities (NEAH), Washington, D.C.

Pub Date—81

Grant—NEH/CLR-EH-28970-78-51

Note—110p.; For related document, see ED 198 828.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—College English, Higher Education, Library Guides, *Library Instruction, *Objectives, Organization, *Program Development, *Program Evaluation, Program Proposals, Questionnaires, *Reference Materials, Undergraduate Students, Worksheets

Identifiers—*Course Integrated Library Instruction

Intended to integrate instruction in library use into courses in the humanities and to stimulate the creation of innovative library orientation and instruction approaches for use in other instructional activities at Ball State University, this project focused on the long-range pursuit of instruction structured on two levels: basic instruction to be presented to undergraduate students through the English 104 course, and more advanced instruction for fewer students through selected upper division courses. This report includes the background, organization, planning, current status, evaluation methods, major accomplishments, weaknesses, and future of the library instruction program. The appendices, which comprise the main body of the report, include: (1) a narrative summary of the grant proposal; (2) a list of the Course-Related Library Instruction (CRLI) Task Force members for 1981; (3) a quantitative summary of library instruction in 1978-81; (4) instructional objectives and materials for library instruction in English 104; (5) student evaluation questionnaire summaries; (6) a CRLI evaluation report; (7) grant-funded travel; and (8) English 104 course instructor form letters. Instructional materials provided include guides for writing research papers and for using reference materials, worksheets for use with reference materials, and a self-guided tour of Bracken Library. (RBF)

ED 213 414 IR 010 041

Dennett, Beth E.
Introductory Guide to Business Research.

Pub Date—81

Note—11p.

Pub Type—Guides - General (050) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies, *Business, *Industry, Information Retrieval, *Library Materials, *Reference Materials, *Resource Materials, *Search Strategies, Statistics

Search strategies and library reference materials are suggested for retrieving literature on general business topics, industries, and specific companies. Guidelines provided for each area include getting an overview through general sources, finding books and periodical and newspaper articles, and locating statistics. Reference materials listed include encyclopedias, indexes, and abstracts useful for business research. (RBF)

ED 213 415 IR 010 042

Kelly, Joanne *And Others*
Library Curriculum Guide and Handbook for Librarians. Revised Edition.

Urbana School District 116, Ill.

Pub Date—Dec 79

Note—312p.

Available from—Joanne Kelly, Librarian, Thomas Paine School, 1801 E. Florida, Urbana, IL 61801 (\$8.00).

Pub Type—Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—Censorship, Curriculum, Elementary Secondary Education, *Learning Activities, Librarians, Library Acquisition, *Library Administration, *Library Instruction, Library Materials, Library Material Selection, *Library Skills, *Reference Materials, *School Libraries

This 2-part handbook for school librarians and media specialists addresses both the library skills curriculum for the school district (K-12) and administrative procedures for school libraries. The first section lists general student goals for library

instruction, ideas for skills and activities to be taught at all grade levels, and the thinking processes that are the desired outcome of the instruction. A brief discussion of the library skills curriculum includes a sequence of developmental concepts as well as an overview of the program. The curriculum for each grade level is presented in tabular form, including developmental concepts, procedures, materials, and integrated classroom activities; separate lists of resources are provided for the various grade levels. The administrative section begins with hints for the new librarians and proceeds to selection tools, policy, and procedures for dealing with challenged materials; ordering procedures; maintenance and management, including personnel, record keeping, inventory, and procedures for collection maintenance; supplementary resources, i.e., other libraries, library systems, and community resources; and such miscellaneous matters as substitutes, gifts, and reserves systems. Descriptions of instructional activities and worksheets for students are appended. (RBF)

ED 213 416 IR 010 043

Huston, Mary M. Robinson, M. Deborah.
Library Research Course Curricular Package.
Pub Date—Dec 81
Note—82p.

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Annotated Bibliographies, College Libraries, Glossaries, Government Publications, Higher Education, *Humanities, *Library Instruction, *Library Skills, Nonprint Media, *Reference Materials, *Sciences, Search Strategies, *Social Sciences, Technology.
Identifiers—Evergreen State College WA, Small Presses (Publishers).

The student syllabus, instructional materials, and a brief librarian/instructor guide are provided in this package of materials for a college library research course designed to give students an adequate conceptual framework and basic skills for working with a variety of information sources, including print, nonprint, and machine-readable sources. The outline of the course presented in the student syllabus lists activities, discussion topics, and reading assignments. Reading materials and worksheets focus on information and access tools; how to read a book; how to locate books and journal articles in the Evergreen State College Library collection; guidelines for selecting a references source; monographic-related resources, i.e., indexes and bibliographies; selected periodical and abstract indexes; how to develop a bibliography; research tools for the social sciences, government documents, arts and humanities, and science and technology; and alternative information sources, i.e., small presses and nonprint/media information. A list of suggested readings to provide background material for the librarian/instructor for each class meeting is included. (RBF)

ED 213 417 IR 010 044

Harmen, Vern, Comp.
Microform Research Collections: An Annotated Directory of Research Collections in Microform in the O. Meredith Wilson Library, University of Minnesota.

Minnesota Univ., Minneapolis. Univ. Libraries.

Pub Date—81

Note—124p.

Pub Type—Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Annotated Bibliographies, *Cataloging, College Libraries, Indexes, Library Catalogs, *Library Collections, *Microforms, Research Libraries.

Identifiers—*University of Minnesota Minneapolis
This directory provides an annotated list and an index of the microform research collections held in the Wilson Library at the University of Minnesota in Minneapolis. The introduction to the directory outlines the problems involved in the bibliographic control of microforms and discusses the practices employed in cataloging the Wilson Library's microform collections. Items in the directory are arranged alphabetically by main entry, and the index to the directory includes main entries, titles, general subject terms, cross-references from alternate titles, and the names of the compilers of the bibliographies upon which some of the collections are based. Each entry includes a full bibliographic citation, the location and microform type (fiche, film, card) of the item, a note on the arrangement of the materials in

microform, an annotation, a call number, and the titles of any relevant guides or indexes to the microformed materials. Among the types of material listed in the directory are papers of historical figures, transcriptions of oral histories, collections of manuscripts, newspapers, art slides, archaeological drawings and photographs, government documents, and archival materials. (Author/JL)

ED 213 418 IR 010 045

Welliver, Christine
Manual for a Model for Networking.
Adult Education Association of Michigan, Lansing; Michigan Library Association, Lansing.
Spons Agency—Michigan State Dept. of Education, Lansing. Adult Extended Learning Services.
Pub Date—Jun 81

Note—139p.; For related document, see IR 010 046.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Adult Education, *Agency Cooperation, Guidelines, Information Networks, Inservice Education, Librarians, Library Associations, Library Networks, *Professional Associations, *Program Design, *Program Development, Program Evaluation

Identifiers—*Networking

The product of a project funded by the Michigan Department of Education, during the 1980-81 fiscal year, this manual is intended to help those involved in adult education in Michigan to understand the concept of networking and to establish networks which will extend the resources of their own local programs. A summary of the potential uses of the manual is followed by detailed discussions of the concept of networking and of the activities undertaken by networks. A detailed "process design" for establishing a network is presented, the role of a network advisory council is described, and specific information on the issues addressed at advisory council meetings is given. The function of inservice education programs in the ongoing operation of a network is considered, and the components of successful inservice activities are reviewed. The evaluation of networking projects is also discussed and evaluation criteria are outlined. Throughout the manual specific examples are drawn from the experiences of the adult educators and librarians involved in a networking project conducted in tandem with the production of the manual. Appendices include a list of the networking project advisory council members and samples of materials from the inservice activities conducted during the project. (JL)

ED 213 419 IR 010 046

Welliver, Christine
A Model for Networking: Resource Directory.
Adult Education Association of Michigan, Lansing; Michigan Library Association, Lansing.
Pub Date—Jun 81

Note—92p.; For related document, see IR 010 045.

Pub Type—Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Adult Education, *Agency Cooperation, *Information Networks, Information Sources, Librarians, Library Associations, Library Networks, *Professional Associations, Skills, *Statewide Planning

Identifiers—Adult Education Association of Michigan, Michigan Library Association

Based on a survey of members of the Adult Education Association of Michigan and the Michigan Library Association, this resource directory contains information on the personal and institutional resources possessed by members of the two organizations, and is intended to facilitate statewide networking and the sharing of professional skills and resources to solve mutual problems. The entries in the directory are arranged alphabetically by the names of the individual association members. Each entry includes the home address and home phone number of the individual; the individual's professional affiliation, employer, and employer's address and phone number; a checklist of the individual's personal skills; a checklist of the adult populations served by the individual's employer; a list of the problems addressed by the institution or agency with which the individual is affiliated and methods of service delivery by that institution or agency; and a list of specialized materials available to adults through the individual's agency or institution. (JL)

ED 213 420 IR 010 047
Small Library Planning Program: Report of the Self Study.

Valparaiso Univ., Ind.
Spons Agency—Lilly Endowment, Inc., Indianapolis, Ind.

Pub Date—80

Note—243p.

Pub Type—Reports - Descriptive (141) — Reports - Evaluative (142) — Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrative Policy, *Budgeting, *College Libraries, Facility Inventory, Higher Education, Library Collections, *Library Facilities, *Library Planning, Library Services, Library Surveys, Long Range Planning, *Needs Assessment, Online Systems, Policy Formation, Questionnaires, Resource Allocation, *Self Evaluation (Groups)

Identifiers—Valparaiso University IN

This report presents the results and recommendations of a year-long study begun in September, 1979, of the facilities, funding, staffing, and services at Valparaiso University's Moeller Library. A comprehensive review of the study's recommendations with respect to the library's budget, institutional role, staff requirements, space needs, environment, collections, and technical systems is followed by a set of working papers upon which the recommendations are based. The working papers are divided into two groups. The first group comprises situation analyses and includes profiles of Valparaiso University, American higher education, Moeller Library, and the library profession, as well as outlines of the planning assumptions that resulted from these profiles. The second group comprises needs assessments for Moeller Library in the areas of institutional policy-making, library facilities and equipment, technical services, personnel, public services, collection development, and management. Each of the working papers includes its own reference list and data tables. The 15 appendices to the report include an organizational flow chart for Moeller Library, a library profile, and a copy of a survey form used for the study. (JL)

ED 213 421 IR 010 048

Whitmore, Marilyn P.
University Archival Administration from Ancient to Modern Times.

Pub Date—79

Note—38p.

Pub Type—Historical Materials (060)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administration, Administrative Policy, *Archives, Cataloging, Evaluation, Facility Requirements, Higher Education, *History, *Institutional Role, Policy Formation, Program Development, *Recordkeeping, *Records (Forms), *Universities

Identifiers—Archivists, Records Management

This paper outlines the context within which university archives developed and discussed the functions, processes, and problems involved in the operation of university archives. An introduction to the history and purpose of archives in human society is followed by a discussion of the role of the charter or policy statement in establishing an archive's mandate and structure. The various types of archival records and means for acquiring them within a university are described, and the arrangement of materials within a university repository, the principle of provenance, and the appraisal and description of records are outlined. The requirements resulting from the growth and utilization of a university archive are also reviewed, as are the major issues involved in planning for an archival facility. A list of the most frequently used archival terms is appended. (JL)

ED 213 422 IR 010 049

Bearman, Toni Carbo
NCIS in the Eighties: The Changing Role of the Federal Government in U.S. Information Activities.

Pub Date—14 May 81

Note—10p.; Paper presented at the Midyear Conference of the American Society for Information Science (10th, Durango, CO, May 14, 1981).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Change, *Federal Government, *Futures (of Society), *Government Role, *Information Dissemination, Information Science, *In-

formation Services, Libraries, Policy Formation Identifiers—*Information Policy, National Commission Libraries Information Science

The executive director of the National Commission on Libraries and Information Science presents her personal views on changes in the role of the government in information and the changing role of the Commission as reflected in its current and proposed activities. The strengths of the U.S. information community and its position in the international arena are briefly discussed, as well as current information policies that affect the dissemination of information by government agencies. Designed to serve as a resident expert for the federal government, as an "honest broker" bringing together different agencies and branches of the government, as a forum for the library and information community, and as a catalyst, the Commission has set three priorities for 1982: (1) the development of specifications for revised legislation for library and information services, building on recommendations from the White House Conference and the Commission's task forces on community information and referral services and the needs of cultural minorities; (2) to improve the dissemination of federal information; and (3) to promote the use of the newest technology to improve systems of sharing resources at the national, state, and local levels through networking. (RAA)

ED 213 423 IR 010 050

LSCA Long Range Plan, 1982-1987.

Pennsylvania State Library, Harrisburg.

Pub Date—[81]

Note—40p.

Pub Type—Legal/Legislative/Regulatory Materials (90) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Federal Aid, Library Facilities, *Library Planning, *Library Services, *Long Range Planning, *Objectives, State Libraries

Identifiers—*Library Services and Construction Act, Pennsylvania

This master plan for library development in the Commonwealth of Pennsylvania reviews the accomplishments of the five year plan for 1976-81, examines the current status and services of libraries, and establishes goals and objectives for the 1982-87 period. A review of the status and accomplishments of the original eight goals and 30 objectives is followed by an overview of the current status of Pennsylvania libraries, their needs, and those of some residents specifically identified in LSCA as recipients of special services. The final section outlines four primary goals and 20 subsidiary objectives, believed to be realistic and achievable through the use of federal funds, that will increase existing library resources and improve library services provided by all types of commonwealth libraries. (RAA)

ED 213 424 IR 010 054

Mandel, Carol A., Comp. Johnson, Mary P., Comp. ARL Statistics, 1980-81. A Compilation of Statistics from the One Hundred and Thirteen Members of the Association of Research Libraries.

Association of Research Libraries, Washington, D.C.

Pub Date—81

Note—75p.; For related document, see ED 197 749.

Available from—Association of Research Libraries, 1527 New Hampshire Avenue, N.W., Washington, DC 20036 (ARL members, \$8.00; non-members \$10.00).

Pub Type—Numerical/Quantitative Data (110) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Doctoral Programs, Enrollment, Interlibrary Loans, *Library Collections, *Library Expenditures, *Library Personnel, *Microforms, *Research Libraries, Statistical Analysis, Tables (Data)

Identifiers—*Association of Research Libraries, *Library Statistics, Rank Order

Data compiled from the 113 research libraries that were members of the Association of Research Libraries during the 1980-81 academic year display trends that have been emerging since the early 1970s: increasing expenditures, with a greater proportion of expenditures allocated to serials; decreasing numbers of volumes added each year, and little or no increase in overall staff size. A more detailed examination of these trends is provided by the analysis of data from 90 ARL university libraries for the years 1975-76 through 1980-81. Ratios between selected variables were calculated for each library and

the media ratios examined for each year. Data and analyses included in this report include selected variables; microform holdings; Ph.D. and enrollment statistics; the ARL Library Index; summary of rank order tables; and rank order tables for volumes in library, volumes added (gross), microform holdings, current serials, professional staff, nonprofessional staff, total staff, materials expenditures, materials and binding expenditures, salaries and wages expenditures, total operating expenditure, total items loaned, total items borrowed, and current serials expenditures. A copy of the ARL Statistics Questionnaire is included. (RBF)

ED 213 425 IR 010 055

Bienvenu, Martha, Comp. And Others

A Handbook for Student Librarians. Bulletin 1632. Louisiana State Dept. of Education, Baton Rouge.

Pub Date—81

Note—70p.; Prepared by the Projects Committee of the Louisiana Association of School Librarians

Pub Type—Guides - Classroom - Learner (051) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Check Lists, Elementary Secondary Education, Higher Education, Learning Resources Centers, *Librarians, *Library Education, Library Schools, Library Science, *Library Skills, *Media Specialists, *School Libraries, Students

Identifiers—*Louisiana

Designed for use by students in library science and school media programs in the state of Louisiana, this handbook outlines the responsibilities and activities which will engage library school students when they become practicing school librarians or media specialists. Checklists of the competencies which student librarians must achieve to become school librarians or media specialists are included. The philosophy and objectives of library education programs are reviewed, terminology commonly used in school librarianship is defined, the administrative organization of schools is discussed, and the school and community resources available to school librarians are listed. Also included are a checklist of the personal and professional qualifications required of school librarians, an outline of desirable reading habits for library school students, a checklist of activities to be undertaken by student librarians during their practicum experiences, a list of professional organizations for school librarians, a discussion of cooperation between libraries, and a self-evaluation checklist for use by library school students in analyzing their practicum performance. The 11 appendices to the handbook include a code of ethics for student librarians, a School Library Bill of Rights, and a Bill of Rights for student teachers. A 42-item bibliography is attached. (JL)

ED 213 426 IR 010 056

Leon, Joel And Others

An Innovation for Developing and Evaluating Group Interventions.

Pub Date—Nov 81

Note—26p.; Paper presented at the Annual Meeting of the Gerontological Society of America (34th, Toronto, Ontario, Canada, November 8-12, 1981).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Education, Audiotape Recordings, *Educational Gerontology, *Evaluation Methods, Human Services, *Interaction Process Analysis, Intervention, *Interviews, Middle Aged Adults, Older Adults, Program Evaluation, *Sensitivity Training

Identifiers—*Coding, Content Coding, Process Coding

This report describes a technique developed as part of the As Parents Grow Older (APGO) Project at the University of Michigan Institute of Gerontology which uses audiotape recordings in the analysis and evaluation of group intervention programs such as those designed to aid middle-aged adults in understanding and caring for their aging parents and relatives. The relationship between intervention program design and program evaluation is briefly discussed. Two evaluation methods, content coding (the analysis of audiotapes for information exchanged during group interactions) and process coding (the analysis of group atmosphere and interpersonal behavior during group interactions), are described in detail, and the units of measure and procedures involved in process coding are reviewed. Some possible applications of the two methods of

coding are then discussed. Four figures, including examples of content coding and process coding instruments, accompany the text. (JL)

ED 213 427 IR 010 057

Durance, Joan C., Ed. Vainstein, Rose, Ed.

Public Libraries and New Directions for Adult Services. An Institute in Honor of Rose Vainstein, Margaret Mann Professor of Library Science (University of Michigan, May 16, 1980).

Michigan Univ., Ann Arbor. School of Library Science.

Pub Date—81

Note—74p.

Available from—School of Library Science, University of Michigan, 580 Union Drive, Ann Arbor, MI 48109 (\$7.50).

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Education, *Adult Learning, *Adult Programs, Community Information Services, Community Study, Conference Papers, Futures (of Society), History, Information Services, *Library Services, *Public Libraries, Reference Services

This collection of papers presented at an institute on public libraries and adult services at the University of Michigan contains a tribute to Professor Rose Vainstein (retiring Margaret Mann Professor of Library Science at the University), an institute program schedule, and a set of essays and discussions on the theme of the institute. The essays include: "An Historic Perspective on Adult Services in American Public Libraries," by Professor Vainstein; "The Public Library Setting—Community Profiles and What the 80s and 90s Will Bring," by Dr. Roger Greer; "The Nature and Focus of Today's Adult Services," by Bernice MacDonald; "Info-to-Go: Traditional and Newer Forms of Information Services," by Carolyn Anthony; "The 1970s—Decade of the Adult Learner," by Jacquelyn Thresher; "Adult Programs in the Public Library," by Arthur Curley; and "The Future Scene—Opportunities and New Directions for Adult Services in the American Public Library," by Dr. Margaret Monroe. Appended to the collection are a list of suggested readings on library services for adults and a set of biographical profiles of the institute staff. (JL)

ED 213 428 IR 010 059

Richardson, Denis

Focus on State Libraries. A Report to the Nation. Australian Library Promotion Council, Melbourne.

Report No.—ISBN-0-909739-17-X

Pub Date—80

Note—33p.

Available from—Australian Library Promotion Council, 328 Swanston St., Melbourne, Victoria 3000 (\$1.75 plus postage).

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Depository Libraries, *Financial Needs, Foreign Countries, History, *Information Centers, Information Services, Library Cooperation, Library Networks, Library Personnel, *Library Role, Resource Centers, *State Libraries, Statewide Planning

Identifiers—*Australia

This report discusses the importance of state libraries to the system of Australian library resources and outlines the relevance of state library resources to the present and future information needs of the Australian community. The nature and function of state libraries are reviewed and placed in a historical context. An outline of the challenges facing Australian state libraries as they attempt to define and adapt to their future during the 1980s is followed by discussions of state libraries as resource centers for primary historical materials, as depository centers for state publications, as providers of support services to smaller libraries, as information resources for government officials, as information for the statewide community, and as centers for statewide library networks. The role of the state library in statewide planning is described and the present needs of state libraries with respect to the purchase of materials, the maintenance of professional staff, and physical accommodations are reviewed. A brief analysis of the role of state libraries in conserving the materials they house is also included. (JL)

ED 213 429

IR 010 060

Swindley, Ross Kidd, Brian

Library Services for Disabled People. A Report to the Nation.

Australian Library Promotion Council, Melbourne. Report No.—ISBN-0-909739-19-6

Pub Date—81

Note—48p.

Pub Type—Opinion Papers (120)—Reports - Descriptive (141)—Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Accessibility (for Disabled), Braille, Check Lists, Design Requirements, *Disabilities, Educational Needs, Foreign Countries, Information Needs, *Library Materials, *Library Services, Mental Retardation, National Programs, Nonprint Media, Visual Impairments

Identifiers—*Australia

This booklet examines the role and outlines the activities of Australian libraries in meeting the educational, cultural, recreational, and information needs of the physically, sensorily, and mentally disabled. The origins of library services for the handicapped in Australia are discussed, existing services are reviewed, the library needs of disabled people are analyzed, and the types of materials and collections required to meet those needs are described. A proposed national program to provide library services to the disabled in Australia is reviewed and the pattern of library services best suited to Australian needs and conditions is outlined. Also included is a detailed consideration of physical access to library facilities for the handicapped in which physical and social barriers, planning and design, costs, and library equipment are discussed. The Library Association of Australia Statement of Policy on Library Services for Disabled People and a Checklist for Evaluating Library Services for Disabled People are attached. (Author/JL)

ED 213 430

IR 010 063

Cotter, Barbara

Planning and Implementing Social Service Information Systems: A Guide for Management and Users. Human Services Monograph Series Number 25. Project Share.

Department of Health and Human Services, Rockville, Md. Project Share.

Pub Date—81

Note—184p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (1981-341-155/149).

Pub Type—Guides - General (050)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Administration, Adoption, Automation, Child Abuse, Foster Homes, *Human Services, *Information Systems, Information Utilization, Needs Assessment, *Planning, Privacy, *Program Development, *Program Implementation, *Social Services

Intended to aid administrators and users of social services in establishing information systems, this comprehensive guide to the design of such systems identifies the elements, effective strategies, and potential pitfalls involved in their planning, implementation, and utilization. Detailed discussions of management strategies for system development; user involvement in system development; the planning of social service information systems; and issues relating to the privacy, confidentiality, and security of information are followed by a consideration of the problems involved in the implementation of a social service information system, specifically problems relating to acceptance of, or resistance to, the system. Some particular types of social service information systems are then described: a child protective service system, a foster care and adoption system, and a comprehensive social service system. Utilization of the information provided by such systems is also discussed. Accompanying the report are a glossary of terms used in the text; a 51-item bibliography; appendices on system planning, system implementation, and information utilization; and 16 figures, including several flow charts. (Author/JL)

ED 213 431

IR 010 077

Wedgeworth, Robert And Others

International Federation of Library Associations Annual Conference. Papers of the Libraries Serving the General Public Division: Public Libraries, School Libraries and Mobile Libraries Sections (47th, Leipzig, East Germany, August 17-22, 1981).

International Federation of Library Associations, The Hague (Netherlands).

Pub Date—Aug 81

Note—52p.

Pub Type—Collected Works - Proceedings (021)—Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Activities, *Bookmobiles, Business, Foreign Countries, Guidelines, *Library Associations, Library Cooperation, Library Role, *Library Services, Library Standards, *Organizational Objectives, *Public Libraries, *School Libraries

Identifiers—East Germany, Hungary, *Union Libraries, United States

This collection of five papers on public, school, and mobile libraries includes discussions of: (1) public library associations in the United States, emphasizing major activities; (2) dental library institutions and services in Hungary, focusing on their functions and relationships with other institutions and organizations; (3) standards, objectives and guidelines for school libraries, by a participant from England; (4) trade union libraries at German Democratic Republic Enterprises and their significance for the general public, describing their activities, services, and relationships with collectives; and (5) mobile libraries in the German Democratic Republic, including their use, problems encountered, and types of mobile libraries. Three papers provide references. (RBF)

ED 213 432

IR 010 078

Bradler, Reinhard And Others

International Federation of Library Associations Annual Conference. Papers of the Management and Technology Division: Information Technology Section (47th, Leipzig, East Germany, August 17-22, 1981).

International Federation of Library Associations, The Hague (Netherlands).

Pub Date—Aug 81

Note—105p.

Pub Type—Collected Works - Proceedings (021)—Opinion Papers (120)—Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Administration, Archives, Cataloging, Foreign Countries, Information Centers, International Programs, *Libraries, *Library Administration, *Library Associations, Library Automation, Library Materials, *Library Networks, *Online Systems, State Programs

Identifiers—Czechoslovakia, East Germany, *Library Development, Libya, MARC, *National Bibliographies, USSR, West Germany

These seven papers on library management and networks focus on: (1) computerized access to archival and library materials, describing the methodological problems associated with a pilot project in the German Democratic Republic, as well as the efficiency of data bank systems; (2) present and future development of libraries and information centers in the Jamahiriya (Libya), providing statistics such as student population and library users, describing various library types and listing recommendations to improve the library situation; (3) library networks in the Federal Republic of Germany, emphasizing their application functions and software and database design requirements; (4) an international MARC network, focusing on issues confronting such a network and priority needs for research and development; (5) management system of librarianship in the Soviet Union, including its development, the state's influence, and the responsibilities of the State Interdepartmental Library Committee; (6) management and technology in library associations, centering on the utilization of modern management methods and new information technology to improve services to members; and (7) a state program of bibliographic development in Czechoslovakia, and a report on an international symposium on national bibliography automation. Provided are 20 references and five tables in three papers. (RBF)

ED 213 433

IR 010 079

Sylvester, J. G. And Others

International Federation of Library Associations Annual Conference. Papers of the Management and Technology Division: Conservation Section (47th, Leipzig, East Germany, August 17-22, 1981).

International Federation of Library Associations, The Hague (Netherlands).

Pub Date—Aug 81

Note—52p.

Pub Type—Collected Works - Proceedings (021)—Opinion Papers (120)—Reports - Descriptive

(141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Art Products, Foreign Countries, Librarians, *Library Education, *Library Facilities, Library Materials, *Library Schools, Library Standards, *Paper (Material), *Preservation, Problems, *Training

Identifiers—Book Restoration, Canada, East Germany, USSR, West Germany

Five papers in this collection are concerned with the preservation of library materials; the remaining paper addresses library building standards, emphasizing their value and identifying other reports on library standards. The conservation papers cover: (1) training for conservation in Canada, identifying institutions and associations offering related courses; (2) the training of restorers in the German Democratic Republic, reviewing the development of training courses, particularly those relating to art works; (3) national regional activities on the conservation of library materials in the Federal Republic of Germany, including restoration workshops and research on the age-resistant properties of paper; (4) the training of conservators and librarians in the Federal Republic of Germany, focusing on job descriptions, training regulations, and how this subject is treated in library schools and technical colleges; and (5) problems of conservation of modern library materials in the Soviet Union due to insufficient durability of modern machine-made paper and the causes of paper deterioration. (RBF)

ED 213 434

IR 010 080

Gruber, Peter Dosunmu, J. A.

International Federation of Library Associations Annual Conference. Papers of the Management and Technology Division: Statistics Section (47th, Leipzig, East Germany, August 17-22, 1981).

International Federation of Library Associations, The Hague (Netherlands).

Pub Date—Aug 81

Note—27p.

Pub Type—Collected Works - Proceedings (021)—Reports - Descriptive (141)—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Data Collection, Developed Nations, Developing Nations, *Libraries, Library Administration, *Library Surveys, National Libraries, Program Descriptions, Publications, Questionnaires, *Statistics

Identifiers—*Library Statistics, Nigeria, UNESCO, West Germany

Two papers on library statistics describe national programs to collect such statistics in a Western European country and a developing country in Africa: "Establishment and Organisation of National Library Statistics: The Nigerian Experience," by J. A. Dosunmu; and "German Library Statistics," by Peter Gruber. Dosunmu's paper describes the objectives and activities of a task force established by the Nigerian Library Association to gather and compile statistics on libraries in Nigeria. A list of definitions and instructions and a questionnaire on library statistics prepared for UNESCO by the task force accompany the text. Gruber's paper describes the development and publication of German library statistics and outlines the types of statistics contained in the publications. A table listing the number of libraries in the Federal Republic of Germany according to size of holdings is included. (JL)

ED 213 435

IR 010 081

Tees, Miriam H. And Others

International Federation of Library Associations Annual Conference. Papers of the Special Libraries Division: Administrative, Art, Biological and Medical Libraries Sections (47th, Leipzig, East Germany, August 17-22, 1981).

International Federation of Library Associations, The Hague (Netherlands).

Pub Date—Aug 81

Note—112p.

Pub Type—Collected Works - Proceedings (021)—Opinion Papers (120)—Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Biological Sciences, Foreign Countries, Government Publications, *Information Services, International Organizations, Librarians, *Library Associations, Library Networks, *Library Role, *Medical Libraries, National Organizations, Professional Associations, Research Libraries, *Special Libraries, Standards

Identifiers—American Medical Association, *Art Libraries, Denmark, East Germany, Medical Li-

Library Association

This set of nine papers on special library concerns includes papers presented by participants from Canada, Denmark, East Germany, the United States, and the United Kingdom. Papers are entitled: "The Needs of the Special Librarian and the Library Association," by Miriam H. Tees; "Position and Development of Special Libraries within the Librarianship of the GDR," by Gerhard Schwarz; "Art Library Associations Worldwide: Their History and Future," by Philip Pacey; "Exchange and Bibliography of Danish Official Publications," by Rita Eljersen; "Art Libraries in the GDR," by Wolfgang Winkler; "The Role of the Medical Library Association in Education, Standards, and Other Support Services of Members," by Shirley Echelman; "The Role of the Library in a National Professional Organization," by Susan Crawford; "Serving the Needs of the Biological Sciences Librarian," by David R. Bender; and "Services, Structure, and Organization of Libraries and Information Facilities for Medical Research and the Health System in the GDR," by Horst Sonntag. (JL)

ED 213 436 IR 010 082

Sprudz, Adolf And Others

International Federation of Library Associations Annual Conference. Papers of the Special Libraries Division: Geographical and Map, Science and Technology and Social Science Libraries Sections (47th, Leipzig, East Germany, August 17-22, 1981).

International Federation of Library Associations, The Hague (Netherlands).

Pub Date—Aug 81

Note—83p.

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120) — Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Cataloging, Foreign Countries, Information Sources, International Law, International Organizations, International Relations, *Library Associations, *Library Cooperation, *Library Role, National Libraries, *National Organizations, Research Libraries, *Special Libraries

Identifiers—Map Libraries, *Science Libraries, Scientific and Technical Information, *Technical Libraries

This set of eight papers includes papers presented by participants from the United States, France, East Germany, the United Kingdom, West Germany, and the USSR: "Problems with Sources of Information in International Law and Relations: The Case of the World-Wide Treaty Jungle," by Adolf Sprudz; "French Map Libraries and National and International Professional Organizations," by M. Pelletier; "The Significance of the Section on Social Science Libraries of the Library Association of the GDR for the Co-operation of Social Science Libraries," by Jurgen Stroech; "The Significance of the Section 'Technical Libraries' of the Library Association of the GDR for the Cooperation of Scientific Technical Libraries," by Dieter Schmidmaier; "Scientific and Technology Libraries—The United Kingdom Infrastructure," by A. J. Evans; "Science and Technology Libraries—The Situation in the Federal Republic of Germany," by Franziska Heinze; "On the Access to Cartographic Collections in GDR Libraries," by Egon Klemp; and "The State Public Library for Science and Technology of the USSR as the All-Union Scientific and Methodological Centre for Special, Research and Scientific Technical Libraries," by I. M. Kharina. (JL)

ED 213 437 IR 010 083

Torp, K. And Others

International Federation of Library Associations Annual Conference. Papers of the Plenary Session: Library Associations on the Move (47th, Leipzig, East Germany, August 17-22, 1981).

International Federation of Library Associations, The Hague (Netherlands).

Pub Date—Aug 81

Note—88p.

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Activities, Foreign Countries, Librarians, *Library Associations, Library Cooperation, Library Personnel, Library Services, National Programs, *Organizational Objectives, Policy Formation, Professional Development, *Programs, Publications, Regional Cooperation

These seven papers delivered by representatives of library associations from Norway, Hungary, Sin-

gapore, Czechoslovakia, the United States, and Latin America. describe activities, trends, and developments within local, regional, and national library associations. Included are: "Library Associations on the Move," by K. Torp; "The Role of the Association of Hungarian Librarians in Forming the National Library Policy," by Dr. J. Zsida; "Library Association of Singapore on the Move," by Wee Joo Gim; "Advisory Library Bodies in the CSSR," by Dr. Helena Kolarova-Palkova; "Local and Regional Library Associations: Views Beyond National Library Associations' Boundaries," by Peggy Sullivan; "The Characteristics of National Professional Associations in the Library/Information Fields," by Josephine Riss Fang; and "National and Regional Cooperation Regarding Libraries in Latin America," by Lucila M. de Jimenez. (JL)

ED 213 438 IR 010 084

Granheim, Else And Others

International Federation of Library Associations Annual Conference. Plenary Meeting (47th, Leipzig, East Germany, August 17, 1981).

International Federation of Library Associations, The Hague (Netherlands).

Pub Date—17 Aug 81

Note—81p.

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Activities, Annual Reports, Conference Papers, Fees, Foreign Countries, Group Membership, *Indexes, *International Organizations, *Laws, *Library Associations, Library Services, *Meetings

Identifiers—*International Federation of Library Associations

This group of papers from the International Federation of Library Associations (IFLA) comprises six papers presented at the plenary session and two papers from the Bibliographic Control Division of IFLA. Presented at the plenary session were (1) the opening address by the President of IFLA; (2) brief reports from sections and round tables of the Division of Libraries Serving the General Republic; (3) IFLA annual reports for 1979 and 1980, including a graph and table on IFLA's growth between 1979 and 1981; (4) a progress report of the Professional Board between 1979 and 1981; (5) a report of the Programme Management Committee; and (6) the role and activities of the German Democratic Republic's library association reflecting the national development of library service and international cooperation. The remaining papers discuss the various activities of the Bibliographic Control Division between the 46th and 47th IFLA conferences and the present and future status of the bibliographic index of IFLA conference papers. This latter paper lists 11 references. (RBF)

JC

ED 213 439 JC 790 491

Bowles, Bobby Joe

Selection Procedures for Community College Presidents, Trustees and Faculty.

Pub Date—Sep 79

Note—161p.; Ed. D. Dissertation, University of Kansas.

Available from—University Microfilms, P. O. Box 1764, Ann Arbor, MI 48106 (Order No. DEM-80-14418, MF \$9.00, Xerography, \$18.00).

Pub Type—Dissertations/Theses - Doctoral Dissertations (041) — Reports - Research (143) — Tests/Questionnaires (160)

Document Not Available from EDRS.

Descriptors—Administrator Attitudes, *Administrator Qualifications, *College Faculty, *College Presidents, Community Colleges, Governing Boards, Questionnaires, State Surveys, Teacher Attitudes, *Teacher Qualifications, *Teacher Selection, *Trustees, Two Year Colleges

Identifiers—*Kansas

During 1978-79, a study was conducted to determine differences in the perceptions of community college presidents, faculty, and trustees with regard to appropriate selection criteria for these positions. Questionnaires were sent to all of the presidents, all 114 of the trustees, and a random sample of 150 faculty members at the 19 Kansas community colleges asking them to rank order a number of selection criteria for each position. Responses from 100% of the presidents, 62.3% of the trustees, and 87.3%

of the faculty revealed no overall significant differences in the perceptions of these groups; however, on an item-by-item basis some differences were evidenced among the groups. Respondent rankings differed with respect to the following criteria: (1) for presidential selection—proven ability to raise funds, effectiveness and familiarity with fiscal policies and issues, and ability to do long-range planning; (2) for faculty selection—earned bachelor's degree as minimum qualification, understanding and commitment to the community college, and humanistic teaching approach; and (3) for trustee selection—ability to select, evaluate, and terminate the president; knowledge in purchasing, constructing, and maintaining facilities; and knowledge of planning. The study report details methodology and findings and includes an extensive literature review and the questionnaires. (KL)

ED 213 440 JC 790 535

Walleri, R. Dan

Follow-Up Study: Opinions from 1977-78 Graduates and Former Full-Time Students.

Mount Hood Community Coll., Gresham, Ore.

Pub Date—Sep 79

Note—34p.

Pub Type—Reports - Research (143) —

Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*College Graduates, *College Transfer Students, Dropout Characteristics, *Dropouts, Education Work Relationship, *Employment Patterns, Females, Followup Studies, Graduate Surveys, Majors (Students), Males, Salaries, Student Educational Objectives, *Two Year College Students, Vocational Followup

A follow-up study of 1977-78 graduates and former full-time students at Mt. Hood Community College (MHCC) was conducted to gather comparative data on programs and services and to meet requirements of external agencies. A questionnaire, requesting information on educational and employment activities after completing work at MHCC, was mailed to 711 associate degree and certificate recipients and 1,224 non-graduates who had completed at least 12 units at MHCC in a 1977-78 quarter and had not returned in fall 1978. Major findings, based on responses from 50% of the graduates and 14% of the non-graduates, included the following: (1) 64% of the graduates were employed full-time, while 48% of the non-graduates were attending college full-time; (2) 70% of the vocational majors and 36% of the lower division transfer (LDC) majors were employed full-time; (3) 73% of the employed graduates reported employment related to their MHCC major; (4) 61% of the employed non-graduates reported their jobs as unrelated to their MHCC major; however, the most frequently cited reason for this was taking an available job to finance continuing education; (5) of the graduates and non-graduates continuing their education, more than 77% were pursuing studies related to their MHCC major; (6) differences in reported salaries of male and female respondents appeared to be related to students' major. The study report includes comparisons with previous follow-up studies and the questionnaire. (Author/KL)

ED 213 441 JC 790 544

Moyer, Arthur And Others

Minorities in Technical Education: A Report of the Community Task Force for Expanding Minority Opportunities in Technical Education. A Concluding Assessment.

Stark Technical Coll., Canton, Ohio.

Spons Agency—Ohio Board of Regents, Columbus.

Pub Date—Jun 78

Note—109p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Adult Education, *Adult Programs, Black Education, Black Youth, Career Choice, College Bound Students, College Day, Elementary Secondary Education, Extension Education, *Minority Groups, Nontraditional Occupations, Offcampus Facilities, Outreach Programs, *School Holding Power, *Student Financial Aid, *Student Recruitment, *Technical Education, Technical Institutes, Two Year Colleges

During the period 1976-77 through 1977-78, Stark Technical College (STC) conducted a project to increase minority opportunities and participation in technical education. Three task forces were created to study issues and develop program models to achieve this end. The Task Force on Student Retention devised a plan incorporating a role model

recruitment program; a summer technical camp for junior high students; topical training programs for faculty, staff, and students; campus satellite course programs; and a slide presentation about STC student life. The Task Force on Recruiting and Financial Aid proposed a model including a summer college day at STC, a Portable Technical Education Information Display Unit, and a financial aid presentation for parents and students. The Task Force on Adult Education recommended strategies to encourage adult minority enrollment through off-campus learning activities, an older student office on campus, transportation assistance, and the use of advisory councils. This document contains the reports of the three task forces, which summarize activities and goals and include the program models. Appendices contain: (1) a proposal for an academic excellence program directed at elementary and junior high schools; (2) a report on a consensual approach to pre-college engineering education for minorities; (3) excerpts from the STC alumni review; (4) an outline of a project to foster interest in math, science, and engineering; and (5) a program description for black student retention. (KL)

ED 213 442 JC 800 467
DeJore, Jesse J.

Technician Monographs: A Collection of Papers and Research Studies Related to Associate Degree Programs in Engineering Technology.

American Society for Engineering Education, Washington, D.C.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—71

Note—247p.

Pub Type—Guides - Non-Classroom (055) - Collected Works - General (020)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—*Accreditation (Institutions), *Certification, *College Curriculum, College Faculty, Community Colleges, Core Curriculum, Curriculum Guides, Curriculum Research, *Educational History, Employment Projections, *Engineering Education, Engineering Technicians, *Engineering Technology, Enrollment Projections, Graduate Surveys, Labor Needs, National Surveys, Questionnaires, Science Instruction, Student Characteristics, Teacher Characteristics, Technical Education, Two Year Colleges, Two Year College Students, Vocational Followup

The papers and research reports comprising the ten chapters of this monograph were originally prepared as background information for a national study of engineering technology education in the United States. Chapter I briefly describes the historical and contemporary settings of engineering technology education. After Chapter II provides information on the characteristics of engineering technology curricula and a tentative classification system for content areas, Chapter III illustrates the kinds of curriculum guides which appear in the catalogs of two-year institutions offering engineering technology programs. Chapter IV describes some of the characteristics of the mathematics, chemistry, and physics courses taught as part of the engineering technology curriculum. An overview is presented in Chapter V of the process of accreditation, especially in relation to the engineering technology field. Chapter VI reports on a study of engineering technology faculty, providing information about characteristics and attitudes. Chapters VII and VIII provide results for studies of the characteristics, perceptions, and activities of engineering technology students and graduates. Chapter IX considers issues related to the certification of engineering technicians, while Chapter X concludes the monograph with a statistical model projecting the future of engineering technology education. Appendices provide a list of institutions offering educational technology programs, survey instruments, enrollment estimates, and a bibliography. (AYC)

ED 213 443 JC 810 114
Leipzig, Gloria

Boston: City and Cities. A Study of Bunker Hill Community College's Primary Service Area.

Pub Date—Oct 80

Note—98p.; Report prepared in conjunction with Bunker Hill Community College's participation in the urban demonstration project, "Urban Communities: A Team Approach," conducted by the Center for Community Education of the American Association of Community and Junior Colleges.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adult Education, Age, College Planning, *Community Characteristics, Community Colleges, Community Resources, Educational Attainment, *Educational Needs, Employment Level, Ethnic Distribution, Females, Housing Needs, Income, *Individual Characteristics, Low Rent Housing, Males, Multicultural Education, One Parent Family, Population Distribution, Racial Distribution, School Community Relationship, Two Year Colleges, *Urban Areas

Identifiers—*Massachusetts (Boston)

Drawing from 1970 census data and other sources of information, this report provides a socio-economic profile of the service area of Bunker Hill Community College (BHCC). Following an introduction, Part I analyzes the total service area in terms of population growth and density; racial composition; ethnicity; age and sex distribution; female-headed households; educational, occupational, and income levels; housing; and residential mobility. Inner belt communities (i.e., Boston, Cambridge, Chelsea, Everett, Somerville, and Winthrop) and outer belt communities (i.e., Malden, Medford, Melrose, Revere, and Stoneham) are then compared in terms of these demographic variables. Part II offers profiles of each of these communities with respect to the same characteristics. Part III presents a series of reflections on community characteristics and suggests: (1) joint programming among public institutions in the Boston area to meet the needs of the significant and increasing minority population; (2) curricula fostering racial and ethnic understanding through emphases on local history and culture; (3) services to adults, especially women, including the establishment of a high school equivalency program; (4) a study of business growth and occupational projections for the area; and (5) the formation of a housing institute to provide education and information and to act as a catalyst for community development. Data tables and charts are included. (KL)

ED 213 444 JC 810 232

Alt, Weston M.

Reorganization of the Peralta Community College District: A Study of Reorganization of the Territory Presently Included in the Plumas County Portion of the District. Assembly Concurrent Resolution No. 54.

California Community Colleges, Sacramento. Office of the Chancellor.
Pub Date—Mar 81

Note—338p.; Maps may not reproduce well. Study done in cooperation with the California Postsecondary Education Commission.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors—Community Colleges, Educational Finance, *Governance, Governing Boards, Legal Problems, Legal Responsibility, Long Range Planning, Rural Schools, *School District Reorganization, School Districts, Small Colleges, State School District Relationship, Two Year Colleges

Identifiers—Feather River College CA, *Peralta Community College District CA

In compliance with legislative mandate, this two-part report provides a comprehensive feasibility assessment of the reorganization of territory presently included in the Plumas County portion of the Peralta Community College District (PCCD). Part I begins with an overview of the study and its background, and then discusses barriers to and qualities of good district organization. After tracing the history of Feather River College (FRC) and movements to disassociate the college with the PCCD, the report describes the FRC Advisory Board and its interaction with the PCCD Board of Trustees. Areas of concern and dissatisfaction with the present district organization are examined prior to a discussion of the legal considerations involved in district reorganization. Decisions required by the PCCD Board of Trustees in the event of reorganization are cited, followed by enumerations of problems associated with the operation of a small college district and with a multicollage district. Finally, community reactions to the reorganization are summarized. Part II begins with population and financial projections, and then considers the funding implications of district reorganization. Next, detailed analyses are presented for 29 reorganization alternatives. Extensive appendices include analyses of special problems, discussions of the possibilities of operating FRC as a college center or as part of the Plumas Unified School District, and other related

materials. (KL)

ED 213 445 JC 810 507
Stoll, Shirley

Recruiting Strategy. 310 Project.

Hawkeye Inst. of Tech., Waterloo, Iowa.

Pub Date—81

Note—37p.; The document included several copy-righted newspaper articles which are not available.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adult Basic Education, Advisory Committees, *Community Involvement, High School Equivalency Programs, *Publicity, *School Community Relationship, *Student Recruitment, Technical Institutes, Two Year Colleges

This five-part report describes a project to build community awareness of adult basic education (ABE) programs and their benefits in the Hawkeye Institute of Technology (HIT) service area. Part I reveals that the project's primary goal was to direct innovative recruitment activities toward undereducated adults in nine Iowa communities. It explains the project's operational plan, which involved discussions of planning and promotional activities by core committees composed of ABE staff; community, business, and religious leaders; social service workers; and general educational development (GED) graduates. Recruiting methods used in the project are listed in Part II. These included posters and flyers, news releases, radio and television announcements, school news releases, local church involvement, announcements in clubs and organizations, letters to prospective and former students, involvement of HIT students, door-to-door contacts, and a slide presentation. Part III introduces a teacher recruiting contest, which offered a cash prize to the ABE teacher offering the best recruitment idea, and provides examples of ideas submitted, e.g., a HIT alumni club for ABE graduates. The design and use of publicity posters are also considered. Part IV summarizes the project's accomplishments, which included the recruitment of 94 students, while Part V contains examples of the publicity materials used. (KL)

ED 213 446 JC 810 646

Groff, Warren H.

Strategic Planning: A New Role for Management Information Systems.

Pub Date—81

Note—48p.

Pub Type—Opinion Papers (120) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Decision Making, *Educational Planning, *Long Range Planning, *Management Information Systems, Needs Assessment, Organizational Objectives, Postsecondary Education, School Business Relationship, Systems Approach, Technology Transfer, Two Year Colleges

Identifiers—*Ohio

In the past management information systems (MIS) have focused on data relating to the internal operations of the institution (e.g., registration and space utilization). Recently, however, strategic planning as a means of establishing long-range goals is becoming increasingly dependent upon data external to the institution, such as demographics and social and economic factors. Strategic planning requires an MIS capable of monitoring social changes, assessing institutional strengths, and integrating internal and external data. The tools of strategic planning include needs assessment, trend analysis, environmental scanning, and market analysis. These tools may be used by institutions at various stages of development (i.e., emergence, growth, development, regeneration, and decline) and in a variety of operational modes (i.e., hierarchical, collegial, and collective bargaining). The purpose of the MIS function is to gain insights into which of several options an institution will choose over a several year period. Technology transfer is an excellent example of a public service function requiring strategic planning. In Ohio, the use of strategic planning in this area is illustrated by the efforts of the Ohio Technology Transfer Organization, an information/assistance network for small businesses and industries sponsored by Ohio State University and Ohio's two-year colleges. (Appendices provide data tables and survey instruments useful to strategic planning.) (Author/KL)

ED 213 447 JC 810 685

Parcells, Frank E.

The State and Local Curriculum Approval Process in Illinois Community and Junior Colleges.

Pub Date—Nov 81

Note—87p; Graduate seminar paper, Southern Illinois University. Parts of the appendices will not reproduce well.

Pub Type—Information Analyses (070)—Reports—Research (143)

EDRS Price—MF01/PC04 Plus Postage.

Descriptors—*Administrative Policy, *College Curriculum, College Programs, Community Colleges, Courses, *Curriculum Development, *Statewide Planning, Two Year Colleges

Identifiers—*Illinois Community College Board

The program approval process of the Illinois Community College Board (ICCB) and the local process of course and program approval used by Illinois community colleges are detailed in this report. Following an introduction and study overview, course and program approval processes at John A. Logan College and Shawnee College are described and contrasted in terms of origination, organization and review of ideas, research efforts required, curriculum proposal development, proposal review and evaluation, submission to ICCB, and implementation at the college. Next, the course and program approval process followed by the ICCB is outlined. This entails submission of a proposal by a local community college; review by ICCB and the Illinois Board of Higher Education (IBHE) with response to the local college; ICCB action on revisions to existing programs or courses or on new course proposals; IBHE action on new programs and majors following ICCB approval; ICCB notification to local community colleges of action taken; appeal procedures if requested by the local college; and implementation of the new program. The report concludes by noting the role of the local community college administrators in the development of curriculum, and the coordinating role of the ICCB and its concern for quality as evidenced by an emphasis on program evaluation. Correspondence and ICCB forms related to curriculum approval are appended. (KL)

ED 213 448 JC 820 018

Cohen, Arthur M.

The Sciences in American Community Colleges.

Pub Date—7 Jan 82

Note—20p; Paper presented at the Annual Convention of the American Association for the Advancement of Science (Washington, DC, January 7, 1982).

Pub Type—Speeches/Meeting Papers (150)—Reports—Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*College Science, *Community Colleges, Courses, *Curriculum Problems, Enrollment Trends, Multicampus Districts, National Surveys, *Science Curriculum, *Science Education, Student Personnel Services, Teacher Attitudes, Two Year Colleges

Identifiers—Center for the Study of Community Colleges CA

The problems and practices of science education in the community college are discussed in this paper. First, the community college's contribution to and position in American higher education is examined, especially with respect to enrollment and curricular trends. Next, the results of a national study of community college science education and a study of science programs in the Los Angeles Community College District are highlighted to provide an overview of two-year science education. This overview provides information on: (1) enrollment trends; (2) course levels; (3) course completion ratios; (4) students' reasons for taking science; (5) grades as predictors of future success; (6) the availability of student support services and students' use of them; (7) instructors' perceptions of their students' abilities; and (8) instructors' perceptions of their needs to improve their courses. Drawing upon these findings and upon the literature on community college science programs, the report then presents several conclusions about two-year science education and offers recommendations for the future. These recommendations call for offering courses through community services; more short-term, laboratory experience courses for career students; more remedial science preparatory courses; the required use of support services by students; and the establishment of a national exchange to disseminate information on two-year science education. Data tables from the two studies are appended. (KL)

ED 213 449 JC 820 026

Moscowitz, John E. Eveslage, Sonja A.

Project for the Evaluation of Noncollegiate Sponsored Instruction. Final Report.

Southern Illinois Univ., Carbondale. School of Technical Careers.

Pub Date—[80]

Note—125p.

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC05 Plus Postage.

Descriptors—Apprenticeships, *Articulation (Education), Career Counseling, Community Colleges, *Cooperative Programs, *Experiential Learning, Inplant Programs, Institutional Cooperation, *Nonschool Educational Programs, Postsecondary Education, Prior Learning, *Program Evaluation, Proprietary Schools, Two Year Colleges, *Vocational Education

Identifiers—Comprehensive Employment and Training Act

The Project for the Evaluation of Noncollegiate Sponsored Instruction (PENSI) was designed to: (1) develop and validate a model for the evaluation of educational and training programs found in business and industry, joint apprenticeships, state agencies, or Comprehensive Employment and Training Act (CETA) facilities; (2) identify counseling procedures for CETA clients; (3) originate articulation policies with affected two- and four-year institutions; and (4) disseminate results. This final project report begins by examining these four components of the project. It then describes the organizations, programs, and courses evaluated, revealing that the major efforts of PENSI were directed toward public agencies including CETA training institutions. The next section of the report explains how the evaluation/articulation model was developed, applied, and modified. The cost effectiveness of the project is evaluated prior to the concluding analysis of the project and its implications. Extensive appendices comprise the bulk of the report, covering career development center counseling procedures; the policies used by the Southern Illinois University/Carbondale School of Technical Careers (STC) to evaluate noncollegiate learning; STC's project evaluation guide, which includes course descriptions; preliminary results of a survey of Illinois colleges regarding noncollegiate credit; credit recommendations for courses; and results of an articulation agreement. (KL)

ED 213 450 JC 820 034

A Pilot Survey of Transfer Students.

Los Angeles Community Coll. District, Calif.

Pub Date—Oct 80

Note—71p.

Pub Type—Reports—Research (143)—Numerical/Quantitative Data (110)—Tests/Questionnaires (160)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—*College Transfer Students, Community Colleges, Extracurricular Activities, Multicampus Districts, Participant Satisfaction, Questionnaires, *Student Characteristics, Student Educational Objectives, Student Evaluation of Teacher Performance, *Student Needs, Student Personnel Services, Surveys, Two Year Colleges, *Two Year College Students

Identifiers—*Los Angeles Community Colleges CA

In fall 1980, a pilot study was conducted to determine the characteristics and perceptions of transfer students in the Los Angeles Community College District. Survey instruments, soliciting information on plans and preparation for college, satisfaction with instruction, on-campus activities, desire for expanded services, and personal and academic characteristics, were distributed in general education transfer courses at each of the nine colleges in the district. Responses from 1,063 students revealed that: (1) respondents were younger and more likely to be enrolled on a full-time basis than the district enrollment as a whole; (2) 61% of the respondents had taken college preparatory courses in high school and 67% were enrolled in their first choice of college; (3) 53% of the respondents were attending college to prepare for transfer, while 16% were interested in occupational training; (4) 24% of the respondents had a business major; (5) 93% were able to enroll in all or most of the courses they wanted; (6) 80% felt that instructional quality at the community college was equal or better than four-year college instruction; and (7) 69% of the respondents spent at least three hours per week on campus studying or preparing for class. The study report explains the survey rationale, design, and expected outcomes, presents summary findings comparing

the respondents with the student population as a whole, and cross-tabulates responses by student characteristics. The survey instrument and extensive data tables are appended. (KL)

ED 213 451 JC 820 036

Loftus, Virginia L.

The Funding Plan for the Illinois Public Community College System.

Pub Date—Sep 81

Note—16p; Paper presented at the Annual Conference of the American Education Finance Association (New Orleans, LA, March 26-28, 1981).

Pub Type—Speeches/Meeting Papers (150)—Reports—Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Community Colleges, *Educational Finance, Equalization Aid, Financial Policy, *Financial Support, Grants, *State Aid, *Statewide Planning, Tax Allocation, Tuition, Two Year Colleges

Identifiers—*Illinois

A revised funding plan for the Illinois Community College System is presented as adopted by the Illinois Board of Higher Education for implementation in the fiscal year (FY) 1981 budget process. After outlining the characteristics of the community college system, the report provides a summary of the funding plan, pointing out the advantages and disadvantages of its components to illustrate the policy decisions inherent in the plan. The first sections of the report explain that the plan is cost-based, utilizing the latest known statewide weighted average unit costs based on enrollments and expenditures, and is enrollment-driven, using the latest known actual full-time equivalent enrollment. The next section delineates the eight bases for determination of state funding: (1) shared responsibility among state and local taxes, tuition, and miscellaneous revenues; (2) allowance for inflationary factors; (3) provision for special needs; (4) flexibility for adjustments in commitment to funding categories; (5) standard tuition contribution; (6) standard local tax contribution; (7) standard miscellaneous revenue contribution; and (8) provision for state funding of public service activities. The final section specifies the categories under which state funding is distributed, i.e., credit hour grants, equalization grants, disadvantaged student grants, and special funding grants. Appended material illustrates the appropriations formula used in FY 1981 and projected costs and revenues. (HB)

ED 213 452 JC 820 054

A Gallup Study of the Image of and Attitudes toward America's Community and Junior Colleges, 1981.

Gallup Organization, Inc., Princeton, N.J.

Spons Agency—American Association of Community and Junior Colleges, Washington, D.C.

Report No.—GO-81132

Pub Date—Nov 81

Note—66p.

Available from—American Association of Community and Junior Colleges Publications, One Dupont Circle, NW, Suite 410, Washington, DC 20036 (\$10.00).

Pub Type—Reports—Research (143)—Numerical/Quantitative Data (110)—Tests/Questionnaires (160)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—*Adult Education, Attitudes, College Choice, *College Role, *Community Colleges, National Surveys, *Public Opinion, Questionnaires, Student Costs, *Student Educational Objectives, Student Financial Aid, Two Year Colleges

In fall 1981 a nationally representative sample of 1,540 adults was surveyed to determine: (1) why those adults who were not in school might return to the classroom; (2) the type of school they would be likely to attend and who would pay for their education; (3) attitudes toward the quality and costs of a community college education; and (4) public perceptions of the primary function of community colleges. The study revealed that among adults who were not currently enrolled in college, 45% said that if they were to return, it would be for personal improvement or enrichment, while 32% would attend to improve their employment status. Of those stating they might return to college, 27% would be likely to attend a community college, 28% a four-year college, and 26% a vocational/technical school. The high percent of respondents indicating they would personally have to pay for continued education (78%) may indicate a low awareness of

outside funding sources. While 54% of the respondents believed that community colleges provided a good quality education and 63% felt that the cost was reasonable, only 39% felt that a community college education was both high quality and reasonably priced. Of those surveyed, 48% felt that the primary function of the community college is to provide preliminary training for four-year college attendance. A detailed tabular analysis of findings, including comparative data from a 1977 study; the survey instrument; and appended material on study methodology are provided. (HB)

ED 213 453 JC 820 056

Lach, Ivan J. Kohl, Peggy L.
Follow-Up Study of FY 1979 Occupational Non-Graduate Completers.
Illinois Community Coll. Board, Springfield.
Report No.—ICCB-016
Pub Date—Jun 81
Note—28p.
Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Community Colleges, *Dropouts, *Educational Benefits, Education Work Relationship, *Employment Patterns, Followup Studies, Institutional Evaluation, Job Placement, Job Satisfaction, *Participant Satisfaction, Questionnaires, State Surveys, Student Educational Objectives, Student Personnel Services, Two Year Colleges, *Two Year College Students, *Vocational Education, Vocational Followup Identifiers—*Illinois

In January-February 1980, all students who were enrolled in an occupational program at an Illinois community college during 1979 and who completed all of the required skills courses but did not graduate with a degree or certificate were surveyed to determine how well the colleges were meeting the needs of these students. Survey questionnaires solicited information on: (1) satisfaction with community college services; (2) impact of college attendance on students; (3) degree of success in achieving goals; (4) plans for further education; (5) employment status, location, responsibilities, and salary; (6) job satisfaction and relation of job to college program; and (7) college help in job placement. Of the 893 students surveyed, 412 (46.1%) responded. The study revealed that library services, veteran's services, instruction, and financial aid were rated favorably, while job placement and career counseling received the lowest ratings. Most respondents felt that a community college education was helpful in developing critical thinking, communication skills, and life goals and values. Over 62% of the respondents were employed full-time, and another 15.7% were employed part-time. Of the employed respondents, 57% were working in a field related to their major and 74% were satisfied with their work. Full-time employees earned a median salary of \$1,113 per month. The study report summarizes follow-up data by program area and includes the questionnaire. (Author/KL)

ED 213 454 JC 820 059

Robbins, William A.
The Role of Counseling in Community College Developmental Programs: A Framework for Consideration.
Pub Date—5 Feb 82
Note—22p.; Paper presented at Developmental Education Conference (Phoenix, AZ, February 5, 1982).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Community Colleges, *Counseling Objectives, Counseling Theories, *Counselor Role, *Counselor Teacher Cooperation, *Developmental Studies Programs, *Educational Objectives, Remedial Programs, Student Development, *Student Personnel Services, Two Year Colleges
The provision of counseling services, especially for community college students in need of developmental education, will continue to be a task of major importance in the coming decade. However, if counselors are to be effective in helping these students, they must select, implement, and mesh their strategies with other college personnel within a framework of five essential, interacting elements. First, the focus and purpose of developmental education must be established and counseling strategies framed within the context of an agreed upon definition of developmental education. Second, agreement on the philosophical basis of student

development theory should give meaning and coherence to a college's program of developmental education. Third, a clear definition of the target student clientele of such a program must be established and criteria for inclusion in such programs identified. Fourth, the entire resources of a college should constitute the support system for developmental education students. Fifth, programs, activities, and strategies can then be constructed to develop a counseling program which is responsive to student needs and clear in its educational and philosophical objectives. (HB)

ED 213 455 JC 820 060

Mackin, Sara Lee
Effectiveness of Small Group and Individual Interventions for Improving Academic Performance of Community College Students.
Pub Date—79
Note—156p.; Ed.D. Dissertation, Nova University.
Pub Type—Dissertations/Theses - Doctoral Dissertations (041) — Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Academic Achievement, Academic Probation, Academic Standards, Community Colleges, Comparative Analysis, *Counseling Effectiveness, Course Content, Grade Point Average, *Group Counseling, *Individual Counseling, *Low Achievement, School Holding Power, Two Year Colleges, Two Year College Students

Identifiers—*Miami Dade Community College FL
Nearly 1,300 students at Miami-Dade Community College's south campus were placed in the categories of academic warning, probation, or suspension when standards of academic progress were implemented in fall 1978. Counseling programs designed to accompany these standards included one-credit student development workshops on time and energy management, life/work planning, and effective decision making; single session program planning workshops; and individual counseling sessions. A study was conducted to evaluate the effectiveness of these interventions on the fall 1978 grade point averages (GPA's) and credits attempted/earned ratios of all south campus students affected by the new standards. Findings included the following: (1) students who selected and participated in any of the interventions achieved higher GPA's and credits attempted/earned ratios than those who did not participate; (2) no one intervention produced more positive results for student participants than another; (3) all interventions resulted in significant gains in GPA and credits attempted/earned ratios; and (4) no differences in GPA or credit ratios were found for male/female, ethnic, age, or intended degree subgroups. The study report describes the interventions and study methodology and findings, includes a literature review and data tables, and is appended by the Standards of Academic Progress, workshop course objectives, and related material. (KL)

ED 213 456 JC 820 063

Yawin, Robert A.
Remedial and Developmental Mathematics at Springfield Technical Community College's Mathematics Center.
Springfield Technical Community Coll., MA.
Pub Date—Nov 81
Note—13p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Audiotape Recordings, *Audiovisual Instruction, *College Mathematics, Community Colleges, *Individualized Instruction, Instructional Development, *Mathematics Instruction, Program Descriptions, *Remedial Mathematics, Student Placement, Testing, Tutorial Programs, Two Year Colleges

An Audio-Tutorial (A-T) mathematics program was developed at Springfield Technical Community College to meet the needs of students with different levels of mathematical competency and to develop the math proficiency needed in high technology areas. The A-T program offers 15 credits of mathematics at the pre-calculus level. The main features of the A-T program are: (1) a mathematics placement test places entering students in A-T remedial or college-level courses or in traditional lecture sections; (2) learning is self-paced; (3) the emphasis is on self-learning aided by texts, audio tapes, and in-class one-to-one instruction; (4) a testing center can be used by students on a walk-in basis; (5) a staff of clerical workers and student tutors provides aid to students; (6) grading is non-punitive; and (7) tests are scored immediately. After discussing the differ-

ent components of the A-T program (i.e., the placement examination, the use of a Student Information Booklet to explain math requirements and offerings, the A-T classroom environment, the testing and correction centers, the tutorial area, and the grading system), this descriptive report outlines the advantages of the program and a number of possible directions for the future, including the utilization of the campus computer, and the grouping of arithmetic students into homogeneous classes of 20 to 25. The paper concludes with comments on the benefits and cost-effectiveness of the program. (HB)

ED 213 457 JC 820 064

Curtin, Bernadette M. Hecklinger, Fred
The Career Life Assessment Skills Series (C.L.A.S.S.): A Program to Meet Adult Development Needs. Final Report
Northern Virginia Community Coll., Alexandria.
Spons Agency—Virginia State Dept. of Education, Richmond.
Pub Date—Jun 81

Note—67p.; Conducted as part of the Vocational Guidance and Counseling Project under the Vocational Education Amendments of 1976. For related documents, see ED 212 337 and JC 820 048-052.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Adult Development, *Adult Education, Adult Programs, Career Choice, Career Development, *Career Guidance, Community Colleges, *Outreach Programs, Program Descriptions, Program Development, Program Evaluation, Publicity, Staff Development, Two Year Colleges, Workshops

The Career Life Assessment Skills Series (CLASS) project was designed to increase the career, self-assessment, and counseling programs available to adults in the Northern Virginia area. Workshops, audiovisual materials, and booklets were developed by Northern Virginia Community College (NVCC) on the following eight topics considered necessary for the fulfillment of the vocational and educational needs of area adults: your unique self, job market investigation, job campaign strategies, job keeping and revitalization, the federal employment process, academic survival skills, mid-life and career transitions, and pre-retirement planning. This project report begins by describing the goals and design of CLASS and the adult population at which the project was targeted. Next, a chronological time schedule covering August 1980 through June 1981 outlines the CLASS activities. The results and accomplishments of the project are then delineated in the areas of fall, winter, and spring 1980-81 workshops; the development of booklets and audiovisual materials; acquisition of written materials; publicity; professional development opportunities; travel and outreach; and project evaluation. The final section presents conclusions, implications, and recommendations. Extensive appendices contain publicity fliers, resource lists for the eight workshop and booklet topics, a news release, a guide to resources at NVCC's Career Center, and a workshop evaluation form. (KL)

ED 213 458 JC 820 066

Siefer, Nancy
Language Assessment for Limited English Speakers in Vocational Programs.
Mesa Community Coll., Ariz.
Pub Date—[81]

Note—22p.
Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Bilingual Education, Community Colleges, *English (Second Language), *English for Special Purposes, Language Acquisition, *Language Tests, *Second Language Instruction, Second Language Learning, Two Year Colleges, Two Year College Students, *Vocational Education

Identifiers—*Limited English Speaking
An overview of issues in bilingual vocational education and language assessment is related in this paper to the Limited English Speaking (LES) Program at Mesa Community College (MCC). First, problems with traditional approaches to LES students are cited. Then, the goals of Vocational English as a Second Language (VESL) are discussed and necessary program components are enumerated, including vocational training provided in English and the student's native language, bilingual job-related instructional materials, and cooperation between

vocational and ESL instructors. Next, research in second-language learning is reviewed with emphasis on the success of context-embedded approaches which focus on that which is immediately necessary, relevant, and useful for the student. Characteristics of LES students at MCC are considered next, including age, sex, marital status, place of birth, educational and vocational background, and vocational interests. A composite student profile is also provided. Next, questions are identified to be considered in choosing language assessment instruments, including who will be tested, for what purpose, what should the test measure, how measurements will be made, and what tasks should the tests require. Then, problems with proficiency tests are enumerated and assessment tests used by MCC are listed. Finally, recommendations on the selection of language-competency measures are made. (KL)

ED 213 459 JC 820 067

Small College Budgeting: A Funding Proposal Prepared by and for Colorado's Small, Public Colleges. Analysts' Technical Report. Colorado State Board for Community Colleges and Occupational Education, Denver.

Pub Date—Dec 78

Note—47p; Prepared by the Small College Budgeting Task Force.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Budgeting, Costs, *Educational Finance, Educational Planning, Expenditure Per Student, *Finance Reform, *Financial Problems, Instructional Student Costs, Postsecondary Education, *Small Colleges, State Aid, *Statewide Planning, Two Year Colleges

Identifiers—*Colorado

Findings and recommendations of a task force study of funding for small, public colleges in Colorado are detailed in this report. After Chapter I describes the funding and access problems facing the small Colorado colleges, Chapter II outlines the study's parameters, establishing a definition for small colleges, and considering the problems associated with small institutional size and the problems of formula budgeting which influenced the choice of budgetary parameters. Chapters III through VII look at core activities and appropriations in five budgetary areas and provide recommendations for funding. These chapters cover: (1) resident instruction; (2) general administrative expenses; (3) student services functions; (4) libraries, learning resource centers, and library materials; and (5) capital outlay expenditures. Chapter VIII outlines the areas excluded from the task force's recommendations and the reasons these budgetary areas were not covered. Chapter IX summarizes task force conclusions, which included the finding that current formula budgeting guidelines, with the exception of those for libraries, did not adequately address the lack of economies of scale associated with small colleges. Chapter X summarizes the task force's budgetary recommendations and proposed formulas, and an appendix illustrates the implementation of the recommendations. (KL)

ED 213 460

JC 820 075

Rendon, Laura

Basic Skills: Responding to the Task with Effective Innovative Programs.

Pub Date—Mar 82

Note—24p; Paper presented at the National Policy Conference on Urban Community Colleges in Transition (Detroit, MI, March 7-9, 1981).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Access to Education, *Basic Skills, *Bilingual Education, Community Colleges, *Developmental Studies Programs, Hispanic Americans, Interdisciplinary Approach, Open Enrollment, Program Descriptions, *Remedial Instruction, Remedial Mathematics, Science Instruction, Two Year Colleges

Identifiers—*Border College Consortium, *Laredo Junior College TX

Issues in community college basic skills instruction are reviewed and two model programs are outlined in this paper. First, concerns about student illiteracy, lack of academic preparation, and failure to complete courses are discussed, and public demands for educational accountability are examined. Next, the relationship between the "open door" concept and the increased need for basic skills instruction is explored, with special reference to the needs of Black and Hispanic students. After defining

basic skills, the paper summarizes arguments for and against their inclusion in the community college curriculum. The paper then outlines the major characteristics of two model programs of basic skills instruction. The first is the Coordinated Bilingual Bicultural Studies Program at Laredo Junior College, an interdisciplinary program involving history, English, reading, human development, psychology and Spanish along with counseling and evaluation components. The second is the Ford Foundation sponsored Math Intervention Project for Hispanic Students, conducted by the Border College Consortium, which includes faculty, counselors, parents and peers in efforts to accclimate Hispanics to mathematics and science fields. These programs are described in terms of their curricula, objectives, activities, and program evaluation. (KL)

ED 213 461

JC 820 077

Heller, Barbara R. And Others

Critical Characteristics of Incoming CUNY [City University of New York] Community College Freshmen: A Study of Characteristics of Enrollees and Nonenrollees.

City Univ. of New York, N.Y. Inst. for Research and Development in Occupational Education.

Spons Agency—New York State Education Dept., Albany. Bureau of Grants Administration.

Report No.—CASE-03-81

Pub Date—Oct 81

Grant—VEA-80-3A-1037

Note—114p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*College Attendance, College Bound Students, College Choice, College Students, Community Colleges, Dropout Attitudes, Dropouts, Education Work Relationship, Enrollment Influences, Majors (Students), Noncollege Bound Students, Participant Satisfaction, Questionnaires, School Attitudes, *Student Characteristics, Student Educational Objectives, Two Year Colleges, *Two Year College Students

Identifiers—*No Shows

During 1979-80 a study was conducted to contrast the characteristics of new entrants to the City University of New York's (CUNY's) community college career programs with the characteristics of those who were accepted by CUNY institutions but who did not enroll. Separate questionnaires were sent to enrollees (N=4,246) and non-enrollees (N=2,503). Four analytical groups were identified among the survey respondents: CUNY community college enrollees (N=1,612); students attending other postsecondary institutions (N=263); admittees who had not attended school at all (N=182); and students who had begun at CUNY in Fall 1979 and had dropped out (N=94). The study report describes methodology and details findings in the areas of: (1) demographic variables (i.e., age, hours worked, family educational background, number of dependents, and mobility index); (2) academic characteristics; (3) non-academic characteristics (e.g., satisfaction with preparation for work and with counseling and high school activities); (4) extent of knowledge about the college's programs; (5) relation between education and jobs and salaries; (6) current attitudes toward school; (7) influences on choice of college and career programs; (8) first choice of college and program; and (9) discriminant analyses. Profiles are provided for each of the respondent groups, and the questionnaires are included. (KL)

ED 213 462

JC 820 078

Community Colleges: A Report to the Twelfth Alaska State Legislature by the Community College Interim Committee. Volume I.

Alaska State Commission on Postsecondary Education, Juneau.

Pub Date—Feb 81

Note—190p; For related documents, see JC 820 079-080.

Pub Type—Reports - Descriptive (141) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*College Administration, College Planning, *College Role, *Community Colleges, *Governance, Governing Boards, *Institutional Characteristics, Organizational Objectives, Policy Formation, State Surveys, *Statewide Planning, Student Attitudes, Two Year Colleges

Identifiers—*Alaska

Results of a study of the role, governance, and future direction of the community colleges of the

University of Alaska are detailed in this report. Chapter I describes the purpose and methodology of the study and presents an overview of the community college system. Chapter II gives the legislative history of the Alaska community college movement. Chapter III describes the mission of the community colleges, and Chapter IV provides a profile of the ten community colleges currently operating, covering enrollment, faculty, curricula, community service programs, and library acquisitions. Existing governance structures for the community colleges in the United States and alternative governance structures for Alaska are delineated in Chapter V, while Chapter VI discusses the role of college policy advisory councils. Chapter VII summarizes the testimony of public hearings conducted as part of the study. Chapter VIII contains the results of a student survey undertaken to determine student awareness of and concern with college governance issues. Chapter IX contains recommendations to the state legislature regarding governance, funding formulas, criteria for establishing community colleges, policy advisory councils, articulation with four-year colleges, expansion of services, curriculum, and evaluation. Data tables are presented throughout the report and appendices offer material relevant to institutional goals and governance. (Author/KL)

ED 213 463

JC 820 079

Community Colleges: A Report to the Twelfth Alaska State Legislature by the Community College Interim Committee. Volume II: Transcripts of Public Testimony.

Alaska State Commission on Postsecondary Education, Juneau.

Pub Date—Mar 81

Note—370p; For related documents, see JC 820 078-080.

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120)

EDRS Price - MF01/PC15 Plus Postage.

Descriptors—*Administrative Organization, College Planning, *College Role, *Community Colleges, Educational Demand, Educational Objectives, Educational Planning, Educational Policy, Educational Supply, *Governance, Governing Boards, Hearings, Postsecondary Education, *School Community Relationship, Statewide Planning, Tuition, Two Year Colleges

Identifiers—*Alaska

As part of a study of the role, governance, and future direction of the community colleges of the University of Alaska, public hearings and teleconferences were held at 13 locations in Alaska between October 1980 and January 1981. Over 200 people participated in these discussions, and testimony was taken from educators, administrators, students, community members, business people, and other interested parties. This report provides transcripts of the public testimony arranged chronologically and by place. The testimony provides a variety of comments concerning college governance structure, community college mission, community college responsiveness to needs, the use of policy advisory councils, tuition, and other issues. Several themes emerge from the transcripts: (1) there was widespread opinion that there is inequitable funding to the detriment of the community colleges; (2) there was dissatisfaction with the community colleges' ability to provide courses and programs requested by their constituencies and to provide adequate outreach programs; (3) there was a perceived need for more flexibility of educational delivery modes; (4) significant problems were perceived in the transfer of credits from the community colleges to the universities; (5) the colleges' policy advisory councils were seen as serving an important function; and (6) the primary thrust of the community college was seen as offering vocational-technical courses. (HB)

ED 213 464

JC 820 080

Phipps, Ronald A. Gaylord, Thomas A.

Unit Cost Study for the University of Alaska Community Colleges, Fiscal Year 1981. Community Colleges: A Report to the Twelfth Alaska State Legislature by the Community College Interim Committee. Volume III.

Alaska State Commission on Postsecondary Education, Juneau.

Report No.—82-6

Pub Date—Dec 81

Note—80p; For related documents, see JC 820 078-079.

Pub Type—Reports - Descriptive (141) — Numerical/Quantitative Data (110)

cal/Quantitative Data (110)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—College Faculty, College Programs, *Community Colleges, *Educational Finance, *Expenditure Per Student, Program Costs, *Resource Allocation, School Statistics, State Surveys, Statewide Planning, Student Teacher Ratio, Teacher Distribution, Two Year Colleges, Two Year College Students, *Unit Costs

Identifiers—Alaska

This report presents the results of a detailed unit cost study of Alaska's ten community colleges for fiscal year (FY) 1981. After introductory material, the summary results of the study are presented under eight categories: (1) full-time equivalent (FTE) teacher compensation per fiscal-year equated (FYE) student (i.e., a hypothetical student enrolled for 34 credit hours per fiscal year); (2) FTE students per FTE teacher; (3) compensation per FTE teacher; (4) student/teacher ratio and percentage distribution of teachers; (5) total direct instructional cost per FYE student; (6) full cost per FYE student; (7) costs per FYE student per component (e.g., student services and administration); and (8) percentage distribution of FY 1981 expenditures. Next, the overall summary of the study outlines general findings, including the following: vocational education is not necessarily more expensive than general education in Alaska's community colleges; there is a strong relationship between the number of FYE students enrolled and direct instructional cost per FYE student; and the community colleges in Alaska spend their money in different ways and experience different costs per FYE student. Extensive tables and appended material illustrate findings; provide a breakdown of statistics by college; and present the study methodology, college profiles, and courses offered. (HB)

ED 213 465

JC 820 083

A Simulation of the Enrollment and Revenue Effects of a \$50 Annual Fee Increase at the California Community Colleges.

California State Postsecondary Education Commission, Sacramento.

Pub Date—May 81

Note—8p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Colleges, Declining Enrollment, *Educational Finance, Educational Planning, Enrollment Influences, *Enrollment Projections, Federal Aid, *Simulation, State Aid, *Student Costs, Student Financial Aid, Two Year Colleges, *Two Year College Students

Identifiers—California

In order to assess the effects of various student charge options, the California Postsecondary Education Commission developed a computer model which can be applied to public higher education in California. Using this model, a simulation was conducted to predict the enrollment and revenue effects of a \$50 annual fee increase at California community colleges. The simulation, based on Reagan administration proposals to reduce appropriations to the Basic Educational Opportunity Grants (BEOG) program, utilized four assumptions: (1) a \$50 annual registration fee for students enrolling for six hours or more per semester and a \$30 registration fee for those enrolling for less than six hours; (2) additional state financial aid for BEOG-eligible students to cover the amount of fee increases; (3) state general fund declines of \$1,275 per ADA (Average Daily Attendance) for enrollment losses; and (4) May 1981 proposals for BEOG program cuts. Projections from the simulation indicate that the community colleges would lose 31,041 students (i.e., 2.5% of all students) with a fee increase of this magnitude; that 26,086 of the students would be enrolled for less than six units and would not be eligible for student aid; that few low-income students enrolled for more than six units would fail to attend because of the registration fee, but that 15,208 low-income students enrolled for six units or less would probably not enroll. (HB)

ED 213 466

JC 820 087

Carter, Edith H., Ed.

Community College Journal for Research and Planning.

American Association of Community and Junior Colleges, Washington, D.C. National Council for Research and Planning.

Pub Date—81

Note—82p.

Available from—NCRP Journal Subscriptions,

Miami-Dade Community College, 11011 S.W. 104 Street, Miami, FL 33176 (\$9.00 per year on a subscription basis).

Journal Cit—Community College Journal for Research and Planning; v1 n2 Fall 1982

Pub Type—Collected Works - Serials (022) - Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Annotated Bibliographies, *College Planning, *Community Colleges, Information Systems, *Institutional Research, Organizational Change, Organizational Objectives, *Program Evaluation, *Student Evaluation of Teacher Performance, Two Year Colleges

This journal, designed as a forum for the exchange of ideas among research and planning professionals, offers articles of research studies and practices. After Timothy Lightfield highlights upcoming professional association events, Janice S. Ancarrow's article, "The National Vocational Education Data Reporting and Accounting System (VEDS): Its Utility for Community College Planning and Research," provides background on the VEDS and the kind of data it offers. Next, Mary Kathryn Baratta explains "A Model for Instructional Program Evaluation," based on the system at Moraine Valley Community College, Illinois. "Use of the Community College Goals Inventory in Allocating Appropriate Priorities to Institutional Goals and to Estimate the Change of Priorities Needed to Achieve Intended Outcomes," by Madan Capoor, provides guidelines for aligning existing and desired goals and allocating resources to reflect changed priorities. Next, Roger Yarrington reports on a meeting of the National Council in Research and Planning, during which eight indicators of the scope and nature of community college services were identified. After the presentation of three book reviews, John M. Nickens' article, "What Criteria Community College Students Would Like to Rate about Teaching," describes a study of student attitudes regarding their input in faculty evaluation. The journal concludes with an annotated bibliography of ERIC documents on institutional research. (AYC)

ED 213 467

JC 820 091

Van Groningen, Tom

It's Time to Reassess.

Pub Date—8 Mar 82

Note—28p.; Paper presented at the Annual Conference of the Association of California Community College Administrators (Monterey, CA, March 7-9, 1982).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Role, *Community Colleges, *Educational Change, *Educational Finance, *Financial Problems, Financial Support, Public Opinion, *Social Change, State Aid, State Legislation, Statewide Planning, Two Year Colleges

Identifiers—California

In light of recent changes in social and cultural values and the effects these changes have had on higher education, community college leaders must take the time to reassess the mission and function of the California community colleges. Shifts away from traditional values toward an increased emphasis on personal needs and aspirations may explain in part the public's diminished support for public services, including higher education. This change in attitude requires a reevaluation of the community college mission, which until now has continually expanded, so that now community colleges provide transfer, vocational, and remedial education and community services. Recent studies have attempted to analyze how well the community colleges are fulfilling these missions. These studies provide interesting information, but generalizations derived from them may be invalid or misleading. Related to the question of mission is the question of funding for California's community colleges. Between 1972 and 1982, seven different funding policies were in effect. The frequency of these policy changes has produced several aberrations and led to differential effects on community college districts. It is time to explore alternatives that will provide greater stability in funding and to address the factors that have negatively affected legislative determination of community college funding levels, and also time to demonstrate concern with the continued quality of the community college system. (AYC)

ED 213 468

JC 820 092

Gold, Ben K.

A Ten Year Look at Some Enrollment Statistics, 1972-1981. Research Study Number 82-3.

Los Angeles City Coll., Calif.

Pub Date—Mar 82

Note—26p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Age, College Freshmen, College Transfer Students, Community Colleges, Day Students, *Enrollment Trends, Ethnic Groups, Evening Students, Females, Foreign Students, Full Time Students, Males, Part Time Students, *Student Characteristics, Tables (Data), Two Year Colleges, *Two Year College Students, Urban Schools

Data tables and graphs illustrate trends in enrollment and student characteristics at Los Angeles City College (LACC) for the years 1972 through 1981. First, six tables present statistics on: (1) fall semester enrollment broken down according to day/evening status, sex, full-/part-time status, freshman/sophomore status, first-time/continuing status, age, and ethnic groups; (2) admissions classifications of LACC students (i.e., first-time freshmen, first-time transfers, returning transfers, returning students, and continuing students); (3-5) LACC new enrollments according to public and private feeder high schools; and (6) first-time transfers to LACC from foreign countries. Next, ten graphs are provided to illustrate trends revealed in these data. Finally, observations on the findings are presented. Total enrollment over the ten-year period varied less than 5% from the average if the years 1974 and 1975 are omitted. Females outnumbered males in all years except 1974 and 1977, with the percentage of females peaking at 55% in 1977. Ethnic distributions have changed significantly over the period, with a sharp decrease in White enrollments (from 38% in 1972 to 22% in 1981) and steady increases in Hispanic and Asian enrollments. Median age has (with the exception of 1974 and 1975) increased steadily from 24 to 26 years of age. The percentage of students transferring from a foreign high school or college has almost doubled since 1975 (from 12% to 22%). (AYC)

ED 213 469

JC 820 093

Cohen, Arthur M. Braver, Florence B.

The American Community College.

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—ISBN-0-87589-511-5

Pub Date—82

Contract—400-78-0038

Note—467p.

Available from—Jossey-Bass Inc., Publishers, 433 California St., San Francisco, CA 94104 (\$17.95).

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Books (010)

EDRS Price - MF01/PC19 Plus Postage.

Descriptors—Adult Education, *College Administration, *College Curriculum, *College Faculty, College Instruction, *College Role, *Community Colleges, Compensatory Education, Educational Finance, Educational History, Educational Objectives, General Education, Governance, Liberal Arts, Student Personnel Services, Teaching Methods, Two Year Colleges, *Two Year College Students, Vocational Education

This monograph provides a comprehensive overview of community college education in the United States. Chapter I reviews the social forces that contributed to the development and expansion of community colleges and the continuing changes in institutional purposes. The changing patterns of community college student characteristics are the focus of Chapter II. Chapter III examines the faculty-related issues of full- and part-time staff, tenure, salary, workload, modes of faculty evaluation, professional associations, and teacher preparation. After Chapter IV explores changes in college administration with respect to institutional size, collective bargaining, available funds, and locus of control, Chapter V describes the various funding patterns used to finance community colleges. Instruction is considered in Chapter VI with focus on learning resource centers and the stability of instructional methods which has been maintained in spite of the introduction of new technologies. Chapter VII explores student services and personnel functions. Chapters VIII, IX, and X consider the

positions of career, compensatory, and adult education in the community college curriculum. Chapter XI looks at the rise and fall of liberal arts education in the curriculum. Chapter XII traces the development of general education curricula, and Chapter XIII examines the social role of the community college. An annotated bibliography of major publications in the field is appended. (HB)

ED 213 470 JC 820 094

Mahoney, James R.

Two-Year College Contributions to Energy Education.

Pub Date—Jul 81

Note—14p.; Paper presented at the International Energy Education Conference (1st, Providence, RI, July 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Curriculum, Community Colleges, Educational Trends, *Energy Conservation, *Environmental Education, *Program Development, *Two Year Colleges, Vocational Education

Identifiers—*Energy Education

Energy education has proliferated at two-year colleges in recent years. Most of the initial barriers to program development, including a shortage of expert advisors and instructors, a scarcity of established curricula and instructional resources, the delay between program conception and implementation, and difficulties in obtaining reliable manpower studies, have been resolved or reduced. Currently, about two-thirds of the 1,230 two-year colleges in the United States offer some form of energy education. Commonly, these programs share the following features: (1) most degree programs are broad based and their curricula are frequently multidisciplinary; (2) over one-half of the students in energy degree programs are interested only in specialty courses rather than in a degree; (3) the majority of non-degree and certificate programs focus on renewable energy resources and conservation; (4) credit and non-credit courses are offered in a range of college departments; (5) non-credit courses far outnumber credit offerings; (6) 1972 federal legislation resulted in the establishment of a large number of environmental degree programs; (7) other energy education activities have been sparked by tax incentive legislation and federal assistance; (8) most successful programs have developed community ties; (9) programs that dovetail with existing curricula are the most easily established; and (10) all substantial programs have been developed by small groups strongly committed to energy education. (HB)

ED 213 471 JC 820 095

Ruth, Lester R.

A Model for Evaluating Learning Resources.

Pub Date—19 Jun 81

Note—30p.; Paper presented at the Florida Statewide Conference on Institutional Research (Fort Lauderdale, FL, June 19, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*College Libraries, Community Colleges, Educational Media, Evaluation Methods, *Learning Resources Centers, Library Collections, Library Expenditures, Library Research, *Library Services, Library Surveys, *Student Attitudes, *Teacher Attitudes, Two Year Colleges, Use Studies

In 1977-78 and again in 1980-81, extensive evaluations of learning resource services at Lake-Sumter Community College (LSCC) were conducted to determine: (1) the extent to which the Learning Resource Center (LRC) contributes to the stated purpose of the college; (2) the extent to which it meets its own objectives; (3) the extent to which the LRC provides benefits beyond its stated objectives; (4) the effectiveness of various LRC activities; and (5) the adequacy of resources allocated to the LRC. The study involved student and faculty surveys, which asked respondents to rate various aspects of the LRC and to provide usage data, and the collection of statistical data on subject-area collections, growth by collection, circulation by subject area, attendance, use by community members, users of library services, LRC expenditures, and LRC physical facilities. Responses from 43 faculty members (47% of those surveyed) and 208 students revealed that the ratings of the LRC services were

generally good, with the ratings of LSCC personnel higher for the library than for the media center. Of the responding students, 57% used the library more than twice a week; 68% used the media center less than once a week. The study report explains methodology and limitations, summarizes findings, and presents recommendations for future use studies. Extensive appendices include survey results and instruments and data on the LRC's collections, use, facilities, and services. (KL)

ED 213 472 JC 820 097

Hawkins, Carolyn R. Lape, Keith R.

Disadvantaged Student Grant Program: Annual Report for the Illinois Public Community Colleges, FY 1981.

Illinois Community Coll. Board, Springfield.

Pub Date—Jan 82

Note—41p.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adult Basic Education, Adult Counseling, Community Colleges, Dropouts, Educational Finance, *Educationally Disadvantaged, *English (Second Language), Females, *High School Equivalency Programs, Males, Minority Groups, *State Aid, State Surveys, *Student Personnel Services, Tables (Data), Two Year Colleges, Two Year College Students

Identifiers—*Illinois

This report provides an account and evaluation of activities conducted under the Illinois Community College Disadvantaged Student Grant Programs (DSGP), which were instituted in 1973 and which are currently serving 116,612 students on 51 campuses. Part I offers responses from students and instructors to the programs and provides examples of noteworthy accomplishments and anecdotal accounts to illustrate ways in which the DSGP have served persons of all ages, with varying goals, and with different educational levels and personal needs. This section also examines recruitment efforts, outreach activities, special services, and links which have been established with the community. Part II offers data tables and analyses covering: (1) districtwide data on DSGP awards based on credit hours offered in Adult Basic Education (ABE), General Educational Development (GED), and English as a Second Language (ESL) programs and on number of participants; (2) percent of colleges involved in various activities (e.g., needs assessment); offering specific programs (e.g., counseling and tutoring); and serving specific groups (e.g., immigrants, older adults, and handicapped); (3) analysis of program participation by college; (4) students served by age, sex, and racial and ethnic origin; (5) reasons for students' separation from DSGP; and (6) the impact of DSGP on students in areas such as employment and educational attainment. Part III provides a summary and projections. (HB/KL)

ED 213 473 JC 820 098

Staate, Holly H.

1981 Graduates: Survey of Immediate Plans.

Mercer County Community Coll., Trenton, N.J.

Pub Date—Aug 81

Note—22p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Graduates, *College Transfer Students, *Education Work Relationship, *Employment Patterns, Graduate Surveys, Majors (Students), *Participant Satisfaction, Questionnaires, School Surveys, Student Characteristics, Two Year College Students

A survey of 1981 graduates of Mercer County Community College (MCCC) was conducted to provide information to faculty and staff and to meet the demands of external agencies. A questionnaire was mailed to 698 students who applied for graduation in June and August requesting information on characteristics, graduation plans, degree/certificate received, major, satisfaction with major program, continuing education plans, employment plans, and relationship of proposed employment or further study to MCCC major. Findings, based on a 77% response rate, include the following: (1) 84% of the respondents had plans for fall 1981 employment and 65% indicated plans for immediately continuing their education; (2) 51% of the respondents planned to pursue a combination of education and employment; (3) 88% of those planning to continue their education expected to do so in a field related to their

MCCC program of study and 74% of these graduates planned to attend another New Jersey college; (4) 79% of those planning employment expected to be working in a field related to their MCCC program; (5) 65% of those planning to hold a job indicated they would be working in Mercer County; and (6) 79% of the respondents indicated satisfaction with their MCCC program. The study report compares selected survey results with findings from 1979 and 1980 studies, and includes data tables and the questionnaire. (Author/KL)

ED 213 474 JC 820 099

McMaster, Anne

Four Years Later, 1981: A Survey of Mercer

Graduates of June and August, 1977.

Mercer County Community Coll., Trenton, N.J.

Report No.—MCCC-OIR-TR-82-04

Pub Date—Feb 82

Note—29p.; Survey conducted by Office of Institutional Research.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*College Graduates, *College Transfer Students, Community Colleges, Education Work Relationship, *Employment Patterns, Graduate Surveys, *Participant Satisfaction, Salaries, Two Year Colleges, *Two Year College Students, Vocational Followup

A follow-up study of Mercer County Community College (MCCC) graduates was conducted in 1981 to ascertain their current employment status, educational activities, and opinions of their study program at MCCC and how it related to their educational and/or occupational experiences. Surveys were mailed to 519 graduates and a response rate of 45% was attained. The study revealed that 90% of the responding graduates were employed and earning an average salary of \$315 per week. Of the employed respondents, 81% were working full-time, 59% were employed in Mercer County, 77% were employed in fields related to their area of study, and over 50% were satisfied with their work and with the opportunity to use their training and education. Of the respondents, 68% had continued their education, with 55% taking courses leading to a degree and with 84% in a course of study related to their MCCC major. When asked their views on their education at MCCC, 98% rated it as "good" or "excellent." In response to a question about ways that MCCC's programs and services could be improved, respondents suggested tougher academic standards, better information about the transferability of credits, better career-oriented counseling, and better academic advisement and counseling. The survey instrument and relevant additional material are appended. (HB)

ED 213 475 JC 820 103

Henry, Philip N.

A Survey of Counseling Centers at Public Community Colleges in New Mexico, Nevada, and Arizona.

Pub Date—[81]

Note—13p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Colleges, *Counseling Services, *Counselor Characteristics, Counselor Training, Information Dissemination, Program Evaluation, *Student Needs, Surveys, Two Year Colleges

Identifiers—*United States (Southwest)

A study of the counseling centers of public community colleges in the Southwest was conducted to determine the characteristics and duties of counseling personnel, the types of services provided, and counselors' perceptions of students' most prevalent concerns. All community colleges in Arizona (N=15) and Nevada (N=4) and six institutions in New Mexico were selected for the study; 18 colleges responded to the study survey. The survey revealed that: (1) the counseling centers employed a total of 103 professional personnel, of whom 10% held doctoral degrees, 6.7% were part-time employees, and 55% were males; (2) overall, counselor staff spent 64% of their time counseling, 13.6% teaching, 3.4% in workshop activities, and 15.6% in administrative duties; (3) all respondents indicated they offered academic, vocational, and transfer counseling, and all but one offered personal counseling; (4) academic concerns were perceived to be students' most prevalent concerns, followed by vocational problems, the tendency to drop out, interpersonal concerns, and financial worries; (5) no

pattern was evidenced in tactics used to acquaint students with available services; (6) only five respondents engaged in client follow-up; and (7) career planning, academic counseling, and counseling of disadvantaged and mature students emerged as the three areas recommended for prospective community college counselors to study. (AYC)

ED 213 476

JC 820 105

Guskey, Thomas R. Easton, John Q.
The Characteristics of Very Effective Teachers in Urban Community Colleges.

Pub Date—82

Note—17p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (West Palm Beach, FL, 1982).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Colleges, Faculty Development, *Teacher Behavior, *Teacher Characteristics, *Teacher Effectiveness, *Teaching Methods, Teaching Skills, Two Year Colleges, Urban Education, *Urban Teaching

Identifiers—*City Colleges of Chicago IL

An exploratory study was conducted to identify the characteristics and behaviors related to effective instruction in an urban community college. The 30 instructors selected for the study taught introductory courses in biology, English, mathematics, or social sciences at the City Colleges of Chicago. All had exceptionally high levels of student achievement and low levels of student attrition in these classes and had been identified as exemplary instructors by their academic dean. Structured interviews were conducted with 28 instructors who provided information on personal background; course planning and organization; positive regard for students; use of teaching strategies to foster student participation; and degree and type of feedback, correction, and reinforcement given to students. The study revealed that these exemplary teachers shared many common teaching characteristics and instructional practices, regardless of their academic discipline, age, or experience. Effective teachers were generally well organized and very systematic in their teaching. Although they used primarily whole-group instruction, the teachers emphasized student participation in class. These teachers provided regular and specific feedback on student learning progress and had a high positive regard for their students, which they communicated by learning students' names and encouraging individual conferences. The study report details methodology, limitations, and findings and includes the survey instrument. (KL)

ED 213 477

JC 820 106

Easton, John Q. Guskey, Thomas R.
Community College Students' Use of Institutional and Informal Learning Resources.

Pub Date—82

Note—11p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (West Palm Beach, FL, 1982).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Community Colleges, Grades (Scholastic), Peer Groups, *Peer Relationship, *Student Behavior, Student Educational Objectives, *Student Participation, *Student Personnel Services, Study Habits, Tutoring, Two Year Colleges, *Two Year College Students
A study of community college students' use of educational support systems was conducted at the City Colleges of Chicago. The study sought to determine: (1) the level of usage of formal support systems (e.g., teachers, class participation, counselors, tutors, libraries, and other learning resources); (2) the level of usage of informal support systems (e.g., friends, classmates, and study groups); (3) the correlation among the use of various support systems; and (4) the relationship between the use of support systems and students' attitudes toward peer assistance, educational expectations, high school grade point average (GPA), and course grade. Students were asked to indicate whether they never, sometimes, often, or always engaged in eight formal support activities and seven informal support activities. Responses from 120 students revealed that, among formal support systems, raising hands in class to ask questions was the most frequently engaged in activity, while consulting tutors received the lowest use rating. Among informal supports, helping other

students received the highest frequency rating, while study groups were the least frequently used support system. Students who used these support systems tended to have higher educational expectations, friends with higher expectations, higher high school GPA's, and higher course grades than students who did not use these supports. Data tables corresponding to questionnaire items are included. (KL)

ED 213 478

JC 820 116

Nicholson, R. Stephen
Chief Executive Officers Contracts and Compensation, 1981: A Study of the Contract Provisions, Language, Benefits, and Compensation of Chief Executive Officers of Two-Year Colleges for the 1981 Year.

American Association of Community and Junior Colleges, Washington, DC. Presidents Academy.
Pub Date—81

Note—63p.

Available from—American Association of Community and Junior Colleges, One Dupont Circle, NW, Washington, DC 20036 (\$10.00).

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrator Responsibility, *College Presidents, Community Colleges, *Compensation (Remuneration), *Contracts, Dismissal (Personnel), *Employment Practices, *Fringe Benefits, National Surveys, Personnel Policy, Questionnaires, Retirement Benefits, Salaries, *Two Year Colleges

In June 1981, the Presidents Academy conducted a study of the contract and compensation arrangements for chief executive officers (CEO's) of two-year colleges in the United States and its territories and Canada. Responses were received from 639 of the 1,231 colleges surveyed; 90% were public colleges. The study revealed that: (1) 72% of the CEO's had a contract; (2) contract terms ranged from one to five years, with 26% being for one year; (3) 40.5% of the contracts provided for annual review; (4) only 2% of the contracts specified the basic duties of the CEO; and (5) 8% provided for evaluation. The mean salary of CEO's was \$48,402.09, and a clear relationship was revealed between enrollment and salary. With regard to other benefits, 25% of the colleges provided a home or housing allowance; 61.2% offered health benefits; 43% provided family tuition benefits; 71% paid a travel allowance; and 70% offered life insurance. The mean benefits of CEO's amounted to \$13,258. The study report considers findings in terms of regional and institutional size differences. It includes a discussion of factors influencing compensation and excerpts from CEO contracts which cover areas including appointment, term, reappointment, duties, extent of services, housing, automobile allowance, liability, retirement, sabbaticals, disability, documentation, evaluation, discharge, termination, vacation, moving expenses, and contract clarification. The survey instrument is appended. (HB)

PS

ED 213 479

PS 012 217

Child Welfare in Finland. (Revised Edition).

Central Union for Child Welfare in Finland, Helsinki.

Pub Date—77

Note—53p.

Available from—Central Union for Child Welfare in Finland, Armfeltintie 1, 00150, Helsinki 15, Finland (Publication No. 44; no price quoted).

Pub Type—Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors—*Child Welfare, *Delinquency, *Delivery Systems, *Disabilities, Exceptional Persons, Family Problems, Foreign Countries, Program Descriptions, *Welfare Services, Youth
Identifiers—*Finland

Fourth in a series of booklets on child welfare published in English by the Central Union for Child Welfare in Finland, this booklet delineates the different branches of child welfare services in Finland. A description of the child population and its status is presented and child welfare services are described under nine main categories, each of which is further divided into subcategories. The sub-categories are: organization of child welfare, general assistance for families and children, assistance for children in ex-

ceptional family circumstances, minors in need of protection, care and rehabilitation for handicapped, chronically ill and disturbed children and young people, and prevalence of juvenile delinquency. (Author/MP)

ED 213 480

PS 012 627

Pelow, Randall A.

A Parental Imperative: Learning From and Fostering Preschoolers' Communicative Behaviors.

Pub Date—[81]

Note—14p.

Pub Type—Opinion Papers (120) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Child Language, *Child Rearing, *Communication Skills, Language Acquisition, *Parent Child Relationship, *Parent Role, *Preschool Children
Identifiers—*Parenting

A teacher of elementary school students and father of preschool age children admits his errors and misconceptions concerning child rearing, discusses what he has learned from his children's communicative behavior, and offers suggestions to parents for promoting the growth of children's expressive abilities. (Author/RH)

ED 213 481

PS 012 640

Bates, John O'Brien, Thomas C.

Coaxing Children.

Southern Illinois Univ., Edwardsville.

Pub Date—[82]

Note—33p.

Pub Type—Guides - Classroom - Teacher (052) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Arithmetic, *Concept Formation, *Creative Thinking, Elementary Education, Foreign Countries, *Instructional Materials, Interviews, *Mathematics Instruction, Teacher Role, Writing Instruction
Identifiers—*Canada

This text is a verbatim transcription of an interview with John Bates, a former math coordinator for Metro-Toronto schools, and the Director of Inner City Education, Toronto, Canada. (The interview was conducted by Thomas C. O'Brien under the auspices of the Teachers' Center Project of Southern Illinois University at Edwardsville.) Much of the interview focuses on three math activities for elementary school students that are designed to enhance the flexibility and creativity of students while they acquire basic math skills. Math activities discussed include (1) graphic frames for learning arithmetic operations, (2) a quadrant game utilizing rule-governed allocations of symbols to different areas to develop categorization skills, and (3) rule-constrained colored block manipulation activities that involve sequential transformation from symmetrical arrangement through non-symmetrical arrangement and a return to the original symmetry. Additionally, some remarks are made about language arts activities designed to personalize, and thereby motivate, young children's involvement in reading and writing. The use of note-boxes for a student mail system and the entry of students' stories in bound book form into the school library (including reader feedback to the student author) are described. (Author/RH)

ED 213 482

PS 012 664

Chesterfield, Ray And Others

An Evaluation of the Head Start Bilingual Bicultural Curriculum Models. Final Report. Executive Summary.

Juarez and Associates, Inc., Los Angeles, Calif. Spans Agency—Administration for Children, Youth, and Families (DHHS), Washington, D.C.

Pub Date—[82]

Contract—HHS-105-77-1048

Note—28p.; For Final Report, see PS 012 663. Appendix filmed from best copy available.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Bilingual Education, *Bilingual Students, *Curriculum Evaluation, English (Second Language), Language Acquisition, Multicultural Education, Parent Attitudes, *Preschool Curriculum, Preschool Education, Program Effectiveness, *Program Implementation, *Spanish Speaking, Teacher Attitudes
Identifiers—*Project Head Start

Between 1976 and 1979, Head Start, as part of its strategy for Spanish-speaking children, funded four institutions for the purpose of developing and implementing four distinct bilingual bicultural preschool

curriculum models for use with Spanish-speaking children. In 1977, the Research, Demonstration, and Evaluation Division of the Administration for Children, Youth, and Families commissioned Juarez and Associates Inc. to conduct an evaluation of the Head Start Bilingual Bicultural Curriculum Development Project. The study, which was conducted over a 3 1/2-year period in eight Head Start centers in communities with relatively large Hispanic populations, focused on the impact of the four bilingual bicultural preschool curriculum models on the children, their parents, and their teachers. This document provides an executive summary of the study's evaluation design, the findings of the study, and the implications of these findings. (Author/MP)

ED 213 483 PS 012 665

Adoption in America, 1981. Hearing Before the Subcommittee on Aging, Family and Human Services of the Committee on Labor and Human Resources, United States Senate, Ninety-Seventh Congress, First Session, on a Bill To Examine the Progress That Has Been Made in the Adoption Procedures in America (July 23, 1981).

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources. Pub Date—23 Jul 81

Note—139p.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Adopted Children, *Adoption, *Delivery Systems, Federal Aid, *Federal Legislation, *Hearings, Program Descriptions, Public Policy

Identifiers—Adolescent Parents, Adoptive Parents, Biological Parents, Congress 97th

This document presents hearings conducted by the Labor and Human Resources Subcommittee on Aging, Family and Human Services on the progress that has been made in adoption procedures in the United States. Included are testimony and statements of the subcommittee's members and expert witnesses, statements prepared by professional organizations, previously published articles dealing with relevant issues, and letters submitted for the record. (Author/MP)

ED 213 484 PS 012 666

Ellis, Arthur A.

The Assimilation and Acculturation of Indochinese Children Into American Culture.

California State Dept. of Social Services, Sacramento. Office of Refugee Services.

Pub Date—Aug 80

Note—141p.

Available from—Publications, Department of Social Services, 744 P Street, Mail Station 14-65, Sacramento, CA 95814 (no charge, limited number available).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Acculturation, *Adjustment (to Environment), *Cambodians, *Children, Culture Conflict, Elementary Secondary Education, Family Problems, Federal Aid, *Indochinese, *Laotians, *North American Culture, *Refugees, Social Integration, Student Behavior, Surveys, Vietnamese People, Voluntary Agencies, Welfare Services

This document, published by the Office of Refugee Services, Department of Social Services, describes a study of the cultural conflicts and other difficulties experienced by Indochinese children and their families during their assimilation into the North American culture. Following an introductory overview of the study's objectives and methodology, Chapter I provides the major conclusions drawn from the study and discusses major future salient issues or important unresolved problems. Salient issues are discussed in terms of refugee children and their families, human services/welfare dependency, the performance of voluntary agencies, and federal management, policies, and programs. In order to gain some perspective on how difficult it is for Indochinese children to adjust to American culture, several key elements of the environment in their native countries are discussed in Chapter II. Cross-cultural differences and the resulting cultural conflicts for the children, as gleaned from the literature, are also described in Chapter II, along with the rationale, method, and findings of a survey conducted with Indochinese refugees. Finally, the conditions surrounding the refugees' departure from their native countries, the time spent in refugee camps, resettlement in the United States, problems and conflicts of the new arrivals, the programs designed to ameliorate these problems, and the characteristics of refugees receiving assistance are discussed in Chapter III. Copies of the questionnaires used to generate information concerning Indochinese children's problems and education are appended. (Author/MP)

parture from their native countries, the time spent in refugee camps, resettlement in the United States, problems and conflicts of the new arrivals, the programs designed to ameliorate these problems, and the characteristics of refugees receiving assistance are discussed in Chapter III. Copies of the questionnaires used to generate information concerning Indochinese children's problems and education are appended. (Author/MP)

ED 213 485 PS 012 667

Glosser, Fay Ilene Yawkey, Thomas Daniels

Play and Good Programs for Young Children: A Piaget Justification.

Pub Date—[80]

Note—18p.

Pub Type—Opinion Papers (120)—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Developmental Stages, Early Childhood Education, *Learning Activities, *Play, *Program Content

Identifiers—*Justificatory Rhetoric, *Piagetian Theory

The importance of play and its contributions to the intellectual, social, psychomotor, and emotional growth of the child is just now being recognized and day care teachers are regularly required to justify the inclusion of play and games in programs for young children. Two types of justification are commonly heard: the nondescriptive and the intuitive. Nondescriptive justification is personal, variable, often circular, and is exemplified through such statements as "play serves recreational purposes." Intuitive justification develops after extensive involvement with children. An example of intuitive justification is evident in the statement "by playing, children learn how to cooperate, interact and socialize." While play can also be viewed as a response to unconscious conflict, deprivation, or the need for gaining mastery over the environment, this maturational view, based on content classifications such as motor, intellectual, emotional, and sensory play, has the limitations of variability, broadness, lack of communicability, and ease of misinterpretation. Early childhood teachers find it difficult to explain all forms of play in this manner. Despite the need for further research, Piaget's rationale for the importance of play can be used independently or in conjunction with nondescriptive or intuitive justifications. (Piaget's theory of play is reviewed and strengths and advantages of his view of play are pointed out.) (Author/RH)

ED 213 486 PS 012 671

Katz, Lillian G. And Others

Reputations of Teacher Educators Among Members of Their Role-Set.

Illinois Univ., Urbana. Dept. of Elementary Education.

Pub Date—Mar 82

Note—19p.; Paper presented at the Annual Conference of the American Educational Research Association (New York, NY, March 19-23, 1982). Study performed by the Research Unit on Teacher Education.

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Faculty, College Students, Higher Education, *Measures (Individuals), Professors, Public School Teachers, Questionnaires, *Reputation, *Student Evaluation of Teacher Performance, *Student Teacher Supervisors, Surveys, *Teacher Attitudes, *Teacher Educators

It is commonly thought that teacher educators enjoy mixed, if not poor, reputations among those with whom they interact in the course of their work. To assess this assumption, samples of teacher education preservice candidates, educational foundations faculty, liberal arts and sciences faculty and school teachers were asked to complete a survey questionnaire designed to elicit their ratings of teacher educators on six dimensions of reputation. The dimensions of reputation studied were credibility, knowledgeability in their specialty, general knowledgeability, effectiveness as teachers, status, and orientation to knowledge and research. Additional questionnaire items were developed to obtain information concerning the extent to which teacher educators are seen to be realistic versus idealistic. (Results are discussed, limits of the study are specified, and the survey instrument is appended.) (Author/RH)

ED 213 487 PS 012 672

Merenbloom, Elliot Y. Vars, Gordon F.

Leadership for Middle Grades Education.

Pub Date—Mar 82

Note—8p.; Paper presented at the Meeting of the Association for Supervision and Curriculum Development (Anaheim, CA, March 20-23, 1982).

Pub Type—Speeches/Meeting Papers (150)—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Curriculum, *Educational Needs, Elementary Education, *Leadership, *Middle Schools, *Program Effectiveness, Program Implementation, *Student Needs, Team Teaching Identifiers—*Early Adolescents

There is a need for leadership in the development of effective middle level schools in the United States. Despite the increasing numbers of schools that call themselves middle schools, there has not been much change in the educational program for pupils in grades 6, 7, and 8. Leaders in middle grades education need to examine current data about the physical, intellectual, and personality development of the early adolescent and to identify the implications of this data for the middle school curriculum, school organization, the role of the teacher in the middle school, and other related areas. A curriculum model that is responsive to the needs of the early adolescent learner should be used in developing middle school curricula. While research indicates no single best way to organize the middle school for instruction, teaching teams offer an excellent way to be flexible in providing various instructional situations that meet students' needs. It should be recognized that all possible components of a middle school program cannot be implemented in the first year of a program; a limited number of goals should be determined for the first year. Staff development is essential in starting the program and then expanding the middle school to its fullest potential. (Nine characteristics of an effective middle school are listed in the text of the address.) (Author/RH)

ED 213 488 PS 012 673

Torrance, Nancy

Conversational Control in a Kindergarten Story-Telling Session.

Pub Date—Apr 81

Note—29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Child Language, *Classroom Communication, Classroom Research, Discourse Analysis, Foreign Countries, *Kindergarten Children, Language Research, *Language Usage, Primary Education, *Questioning Techniques, *Teacher Behavior, *Verbal Communication Identifiers—Canada, Conversation, *Discourse Organization, Indirect Speech, Rule Application

With particular attention to the use of questions and the maintenance of topics, the classroom discussion of kindergarten children and their teacher during a storybook lesson was analyzed to determine how conversational control is maintained and what rules of conversation might apply in the classroom. A transcript for discourse analysis was obtained by recording on tape 19 minutes of a group reading session that included frequent interruptions resulting in brief discussions. Several analyses were performed on the questions of both the teacher and the children as well as on the topics raised by each. These analyses included marking utterance and topic boundaries, categorizing questions and topics in terms of type and function, and determining the interaction between question type and function. Further analyses were performed to consider how children and teachers might initiate topics through questions. Results reveal differences between discourse in a group learning situation and in normal everyday conversation. The conclusion drawn is that certain rules of conversation do not apply in the classroom, particularly with regard to the teacher's questions and remarks. Notation used for the transcription and data from the analysis of topical structure are appended. (Author/RH)

124 Document Resumes

ED 213 489 PS 012 674

Hilliard, Thomas O. And Others

Evaluation of the Child and Family Mental Health Project, Phase I.

Urban Inst. for Human Services, Inc., San Francisco, CA.

Spons Agency—Administration for Children, Youth, and Families (DHHS), Washington, D.C. Pub Date—[79]

Contract—HHS-105-77-1057

Note—186p.; For related documents, see PS 012 675-677.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Evaluation Methods, *Family Programs, Longitudinal Studies, *Mental Health Programs, Pilot Projects, Profiles, Program Evaluation, *Research Methodology, *Site Analysis

Identifiers—*Child and Family Mental Health Project, Process Analysis, *Project Head Start

This report describes the first year (Phase I) of the 3-year evaluation of the Child and Family Mental Health (CFMH) Project. Phase I was designed to provide a descriptive analysis of the CFMH Project in terms of the number and characteristics of recipients of the services, the nature and extent of the specific primary prevention approaches used, the community and Head Start context within which the community CFMH Project operates, and the implementation process at each program. Following an introductory overview (Chapter 1) of the evaluation's phases and objectives, Chapter II describes the methodology of the pilot study which provided exploratory data on the evaluation instruments intended for use in Phases II and III. The design of the pilot study, as well as the instruments and the site selection and sampling methods used in the study are also described. The descriptive analysis of the nine experimental and five control sites involved in the pilot study is given in Chapter III. Each site is described in terms of the demographic characteristics of the community and its Head Start program, as well as the development, structure, administration, coordination, major goals, objectives, activities, support system/resources, and evaluation of the CFMH Project. Finally, results of a psychometric analysis of the 15 center profiles obtained from site visits is included in Chapter IV. (Author/MP)

ED 213 490 PS 012 675

Hayes, William A. And Others

The Child and Family Mental Health Evaluation Project. Summary of Fall 1980 Data Analysis.

Urban Inst. for Human Services, Inc., San Francisco, CA.

Spons Agency—Administration for Children, Youth, and Families (DHHS), Washington, D.C. Pub Date—30 Sep 81

Contract—HHS-105-77-1057

Note—223p.; For related documents, see PS 012 674-677.

Pub Type—Reports - Evaluative (142) — Reports - Research (143)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Classroom Environment, Data Analysis, Evaluation Methods, Family Environment, *Family Programs, Formative Evaluation, Interpersonal Competence, Longitudinal Studies, Low Income Groups, *Mental Health Programs, *Preschool Children, *Prevention, Program Effectiveness, *Program Evaluation, Site Analysis, Tables (Data)

Identifiers—*Child and Family Mental Health Project, *Project Head Start

This document contains the report of the preliminary analysis of data collected during site visits to Head Start centers conducted in the fall of 1980 as part of the Child and Family Mental Health (CFMH) Evaluation Project. The report is limited to data from two of the three components of the evaluation project—the process component and the impact component. (Data from the third component, the ethnography component, are included in the Phase III final report.) The process component of the evaluation was designed to provide a descriptive analysis of the CFMH Project, while the impact component was designed to determine the extent and type of changes occurring as a result of the CFMH Project interventions. Following a brief description of the Head Start program, the CFMH's demonstration project, and the CFMH's evaluation project, the results from the data analysis, their interpretation and future implementation are discussed. Data tables from the process and impact components of the evaluation are appended. (Au-

thor/MP)

ED 213 491 PS 012 676

Macias, Jose And Others

Field Plan and Implementation Package for the Ethnographic Component of the Child and Family Mental Health Project Evaluation.

Urban Inst. for Human Services, Inc., San Francisco, CA.

Spons Agency—Administration for Children, Youth, and Families (DHHS), Washington, D.C. Pub Date—30 Sep 81

Contract—HHS-105-77-1057

Note—78p.; For related documents, see PS 012 674-677.

Pub Type—Reports - Evaluative (142) — Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Classroom Observation Techniques, Data Analysis, *Ethnography, *Evaluation Methods, *Family Programs, Field Studies, Longitudinal Studies, *Mental Health Programs, Recruitment, *Research Design, Staff Development

Identifiers—*Child and Family Mental Health Project, *Project Head Start

This report contains the field plan and implementation procedures which were utilized for the observational/focused ethnographic component of Head Start's Child and Family Mental Health (CFMH) Evaluation Project. The introductory section of the document provides the reader with an overview of the Head Start program, its mental health goals, the CFMH's demonstration project, and the CFMH evaluation effort. The relationship between the evaluation's quantitative and qualitative components is also discussed, as are the observational approach and its policy and programmatic implications. The next section of the report, the design section, delineates the procedures that were employed in the observational/focused ethnographic component. The acquisition and treatment of data are presented in the section that follows. (Existing provisions for storage and retrieval, quality control, and analysis are described.) The final section describes the field implementation of the ethnography, including the selection of personnel, the ethnographers' training program and their entry into the field, and a summary of the observational/focused ethnographic activities conducted in the field. Child and teacher observation agendas, the page codes, master index, and files used, the key to the index numerical code, a sample of the data reliability check, and a copy of the focused ethnographer training program, are appended. (Author/MP)

ED 213 492 PS 012 677

Condry, Sandra Hayes, William A.

Report on Pilot Test Of Impact and In-Depth Measures. Child and Family Mental Health Project.

Urban Inst. for Human Services, Inc., San Francisco, CA.

Spons Agency—Administration for Children, Youth, and Families (DHHS), Washington, D.C. Pub Date—[80]

Contract—HHS-105-77-1057

Note—25p.; For related documents, see PS 012 674-676.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Data Collection, *Evaluation Methods, *Family Programs, Longitudinal Studies, *Measurement Techniques, Measures (Individuals), *Mental Health Programs, Pilot Projects, *Research Design, Sampling, Training

Identifiers—*Child and Family Mental Health Project, *Project Head Start

This document reports the pilot test of the two components of the Child and Family Mental Health (CFMH) Evaluation Project—the impact evaluation component and the in-depth evaluation component. (The impact evaluation is designed to determine the effects of the two primary prevention models of service and activities on the CFMH Head Start programs as compared to their designated controls. The in-depth evaluation is designed to assess the effects of the CFMH's primary preventive activities on Head Start children, families, staff, and center atmosphere.) First, the document specifies the procedures to be used in the pilot study for selecting programs and samples of Head Start children, teachers, and parents, outlines observational schedules, and discusses procedures for the recruitment, hiring, and training of staff. Next, the document briefly reviews the instruments selected for

the evaluation and explicates the conditions of use, revisions, and permissions attained to use the instruments. Finally, the site monitors' field operations and data management procedures are described. (Author/MP)

ED 213 493 PS 012 678

Ruffini, Richard J.

Parental Opposition to Sex Education and a Proposed Legislative Solution: Rural Illinois.

Pub Date—Jul 81

Note—77p.; Master's Thesis, Southern Illinois University at Carbondale, 1981. Appendix has been filmed from best available copy.

Pub Type—Dissertations/Theses - Masters Theses (042) — Reports - Research (143) — Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Attitude Change, Attitude Measures, Elementary Education, *Elementary School Curriculum, *Parent Attitudes, Public Opinion, Public Schools, Questionnaires, *Sex Education, *State Legislation

The primary purpose of this pilot study was to determine the probable effect newly proposed state-level sex education legislation would have on parental opposition to sex education programs in the public schools of Illinois. In Illinois, legislation would allow parents (or guardians) to inspect sex education curriculum materials and withhold the attendance of their child at sex education programs. Parents of public elementary grade school children residing in a rural, predominantly white community of 10,000, which had no formal sex education programming in its public elementary grade school system, were surveyed by telephone. Five survey questions were utilized for the study and hypotheses were formulated for two of the questions. It was hypothesized that (1) the majority of parents would respond negatively to the provision of sex education prior to the junior high level, and (2) the majority of parents indicating opposition to sex education in the elementary grades would no longer oppose such a program after being informed of the provisions of the new Illinois sex education legislation. Although the first hypothesis was denied, the second hypothesis was affirmed. Results are discussed and conclusions, implications and recommendations for further study are offered. Related materials, including the texts of proposed sex education legislation, are appended. (Author/RH)

ED 213 494 PS 012 679

Haskins, Ron

Parent Education and Public Policy: A Conference Report.

North Carolina Univ., Chapel Hill. Frank Porter Graham Center.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—4 Aug 81

Grant—NIE-G-79-0149

Note—34p.; Summary of conference on "Parent Education and Public Policy" (Durham, NC, March 1980). Appendix has been filmed from best available copy.

Pub Type—Collected Works - Proceedings (021) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Advocacy, *Conferences, Coordination, Government Role, *Parent Education, Parent Participation, Preschool Education, *Program Design, Publications, *Public Policy, Social Services, Staff Role

Identifiers—*Priorities

While parent education has become popular among educators and reformers, the long-term implications of the emphasis on parent education deserve careful and dispassionate examination. Are exclusively center-based developmental programs for preschool children to be discredited? Should federally-sponsored intervention programs insist on parent participation? If so, what specific form should parent participation assume? To answer these and similar questions about parent education, a group of academicians and educators at the University of North Carolina—all with extensive backgrounds in various aspects of parent education—proposed to sponsor a conference of leading scholars and practitioners with expertise in the areas of parent education, preschool intervention, and social policy decision-making. The purpose of this report is to summarize the 1980 conference on "Parent Education and Public Policy." The report is divided into six sections: (1) background of the conference; (2) conference proceedings; (3) policy recommen-

dations from conference work groups; (4) themes emerging from the conference; (5) outline of a book that will result from the conference; and (6) reflections on planning and conducting conferences addressed to issues of public policy. The conference program and an example of guidelines for preparing conference reports are appended. (Author/RH)

ED 213 495 PS 012 682

Yawkey, Thomas D.

Effects of Parents' Play Routines on Imaginative Play Behaviors of Their Developmentally Delayed Preschoolers in Home Settings.

Spons Agency—Department of Education, Washington, D.C.; Margaret M. Patton Foundation, Kittanning, Pa.

Pub Date—[82]
Grant—DE-G-8103252

Note—25p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Home Programs, Home Visits, Intervention, Low Income Groups, *Mild Mental Retardation, *Parent Child Relationship, Parent Education, *Parent Role, *Preschool Children, Preschool Education, *Pretend Play, Pretests

This paper focuses on parents' play routines as an aspect of home intervention programming and explains the effects of such routines on the imaginative play behaviors of developmentally delayed youngsters. The paper is divided into four main sections. First, in order to understand the potential effects of parent play routines, the contributions of the three mainstays of child development research to home intervention and play programs are surveyed. Second, selected methods and procedures of a particular parent-child-play program as used with low income parents and their mildly retarded children are explained. Third, the results of the study are presented. Finally, the results of the study, the limitations of the play program and possible modifications to it are discussed. (Author/MP)

ED 213 496 PS 012 683

Brant, Linda J.

Alternatives for the Care of Mildly Ill Children:

United States Air Force Child Care Program.

Air Force Manpower and Personnel Center, Randolph AFB, TX. Entertainment and Family Activities Branch.

Pub Date—Jul 81

Note—30p.; For related documents, see PS 012 684-689. Chapter IV and Appendices I and II omitted on author's request.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Certification, *Day Care, *Diseases, Early Childhood Education, Guidelines, *Medical Services, Models, *Preschool Children, *Prevention, *School Policy, State Standards, Surveys

Identifiers—*Air Force

Information related to day care center policies for dealing with mildly ill children is provided in this document. Data cited in the report indicate wide inconsistencies at the present time in policies and procedures for screening ill children in Air Force child care centers and in the policies followed for admitting and readmitting children who have had a mild illness. To ascertain how states restrict the admission of ill children, a compilation of state day care licensing requirements was reviewed. Additionally, models for the care of sick children and programs for the care of mildly ill children are briefly described, and research on illness and child care is briefly discussed. Concluding sections of the document focus on preventive measures for military child care centers and alternatives for the care of mildly ill children in military centers. (Author/RH)

ED 213 497 PS 012 684

von Matthiessen, Priscilla Brant, Linda

My Family's Work: United States Air Force Child Care Program Activity Guide.

Air Force Manpower and Personnel Center, Randolph AFB, TX. Entertainment and Family Activities Branch.

Pub Date—[78]

Note—16p.; For related documents, see PS 012 683-689.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Armed Forces, Career Education, Curriculum Guides, *Day Care, Early Childhood Education, *Learning Activities, Preschool Education, Teaching Methods

Identifiers—*Air Force, *Military Dependents

This child care program activity guide is designed to help teachers and caregivers in Air Force preschools and child care centers plan activities for increasing young children's understanding and appreciation of their parents' work in military and defense related occupations. Recommended teaching methods, concepts, group activities, and activity centers are indicated and resources available to caregivers and teachers are listed. (Author/RH)

ED 213 498 PS 012 685

Seefeldt, Carol Brant, Linda

My Country: United States Air Force Child Care Program Activity Guide.

Air Force Manpower and Personnel Center, Randolph AFB, TX. Entertainment and Family Activities Branch.

Pub Date—[78]

Note—21p.; For related documents, see PS 012 683-689.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Citizenship Education, Curriculum Guides, *Day Care, Early Childhood Education, Educational Resources, Group Activities, *Learning Activities, Learning Centers (Classroom), *Preschool Children, Teaching Methods, Vocabulary

Identifiers—*Air Force, Military Dependents

This program activity guide provides basic understandings, suggested teaching methods, vocabulary terms, suggested group activities, ideas for interest centers, and lists of resources to aid teachers and caregivers teach children in Air Force preschools and day care centers about their country and national heritage. (Author/RH)

ED 213 499 PS 012 686

Molina, Yolanda Brant, Linda

Flags: United States Air Force Child Care Program Activity Guide.

Air Force Manpower and Personnel Center, Randolph AFB, TX. Entertainment and Family Activities Branch.

Pub Date—[76]

Note—15p.; For related documents, see PS 012 683-689.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cultural Awareness, Curriculum Guides, *Day Care, Early Childhood Education, Educational Resources, Group Activities, *Learning Activities, Learning Centers (Classroom), *Preschool Children, Teaching Methods, Vocabulary

Identifiers—*Air Force, *Flags, Military Dependents

This program activity guide consists of information Air Force preschool teachers and child caregivers can use to increase young children's understanding of the meaning of flags in general and the flag of the United States in particular. (Author/RH)

ED 213 500 PS 012 687

Long, Iva Lee Brant, Linda

Moving: United States Air Force Child Care Program Activity Guide.

Air Force Manpower and Personnel Center, Randolph AFB, TX. Entertainment and Family Activities Branch.

Pub Date—[79]

Note—15p.; For related documents, see PS 012 683-689.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Curriculum Guides, *Day Care, Early Childhood Education, Educational Resources, *Emotional Experience, *Family Problems, Group Activities, *Learning Activities, Learning Centers (Classroom), *Occupational Mobility, *Preschool Children, Teaching Methods, Vocabulary

Identifiers—*Air Force, Military Dependents

The aim of this program activity guide is to aid teachers and child caregivers in helping children in Air Force preschools and day care centers better understand and cope with the sometimes difficult experience of moving to another duty station. Basic information for teachers and caregivers, facts about moving in the military, instructional methods, vocabulary, suggested group activities, topics for interest centers, as well as teacher and local resources are provided. (Author/RH)

ED 213 501 PS 012 688

Boggs, Juanita Brant, Linda

Aircraft: United States Air Force Child Care Program Activity Guide.

Air Force Manpower and Personnel Center, Randolph AFB, TX. Entertainment and Family Activities Branch.

Pub Date—[80]

Note—19p.; For related documents, see PS 012 683-689.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Aviation Vocabulary, Curriculum Guides, *Day Care, Early Childhood Education, Educational Resources, Group Activities, *Learning Activities, Learning Centers (Classroom), *Preschool Children, Teaching Methods

Identifiers—*Aircraft, *Air Force, Military Dependents

General information about United States' aircraft is provided in this program activity guide for teachers and caregivers in Air Force preschools and day care centers. The guide includes basic information for teachers and caregivers, basic understandings, suggested teaching methods and group activities, vocabulary, ideas for interest centers, and lists of teacher resources, local resources, and related books as well as directions for making and flying paper airplanes. (Author/RH)

ED 213 502 PS 012 689

Craig, Ardyn And Others

United States Air Force Child Care Center Infant Care Guide.

Air Force Manpower and Personnel Center, Randolph AFB, TX. Entertainment and Family Activities Branch.

Pub Date—Mar 80

Note—78p.; For related documents, see PS 012 683-688.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Child Caregivers, *Child Development, *Day Care Centers, Diseases, Early Childhood Education, *Educational Environment, First Aid, Guidelines, *Infants, Injuries, *Parent Teacher Cooperation

Identifiers—*Air Force

Intended to guide Air Force infant caregivers in providing high quality group care for infants 6 weeks to 6 months of age, this infant care guide must be used in conjunction with other Air Force regulations on day care, such as AFR 215-1, Volume VI (to be renumbered AFR 215-27). After a brief introductory chapter (Chapter I), Chapter II indicates the importance of parent caregiver communication and ways caregivers can provide information to and obtain information from parents. Chapter III describes the ideal Air Force infant caregiver in terms of knowledge of infant development, enjoyment of and affectionate interaction with infants, reliability and consistency in caregiving, additional personal attributes, and management skills. Individualized schedules are discussed and guides for infant feeding, diapering, and napping are provided in Chapter IV. Chapter V guides caregivers in establishing a learning environment for infants less than 6 months old. Guidelines for detecting illnesses, diseases, and skin conditions of infants are given in Chapter VI. The final chapter (Chapter VII) indicates procedures to be implemented in medical emergencies involving infants. (Author/RH)

ED 213 503 PS 012 690

Galda, Lee Pellegrini, A. D.

The Effects of Thematic Fantasy Play Training on the Development of Children's Story Comprehension.

Spons Agency—Georgia Univ., Athens. Coll. of Education.

Pub Date—Mar 82

Note—31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982). Original document marginally legible.

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Age Differences, *Comprehension, *Elementary School Students, Freehand Drawing, Group Discussion, *Kindergarten Children, *Pretend Play, Primary Education, *Recall (Psychology), *Role Playing, Story Telling, Training This study examined the effects of three modes of

story reconstruction training on the development of children's story comprehension. One hundred and eight children in grades K to 2 were randomly assigned to one of three training conditions: thematic-fantasy play, adult lead discussion, or drawing. The children were read three books on separate occasions and then exposed to one of the conditions. Children in the thematic-fantasy play condition, after being read each story, were asked by the experimenter to play out the story they had just heard. The play episodes were videotaped. Children in the discussion group were asked evaluative and clarification questions about the stories (i.e., "Did you like the story? What did you like about the story? Why?"). All discussions were audiotaped. Children in the drawing condition were told by the experimenter to draw as much about the story as they could. A two-factor criterion referenced test and a free recall task were used to analyze story comprehension. The resulting data revealed that second graders' performance on all comprehension measures was superior to the younger children's performance. Thematic-fantasy play was the most effective facilitator of all types of comprehension, particularly for kindergarten children. (Author/MP)

ED 213 504 PS 012 691

Criteria for Selecting Play Equipment for Early Childhood Education: A Reference Book. Community Playthings, Rifton, NY.

Pub Date—81

Note—44p.

Available from—Community Playthings, Rifton, NY 12471 (no charge).

Pub Type—Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Criteria, *Day Care, *Disabilities, *Early Childhood Education, *Educational Equipment, *Individual Needs, *Infants, *Play, *Selection, *Special Education, *Young Children

Identifiers—Toddlers

First listing and discussing optimal features of playthings for early childhood education, this reference book subsequently describes play activities and equipment appropriate for infant and toddler day care programs as well as specially designed equipment for exceptional children. A chart indicating age-appropriate play and classroom equipment for children up to 5 years of age and designed to assist caregivers in making appropriate purchases is included. Many photographs of children using play materials illustrate points made in the text. (Author/RH)

ED 213 505 PS 012 692

Liss, Marsha Almada, Margaret. Exploring Community Resources: Senior Citizens as Caregivers.

Pub Date—Aug 81

Note—13p; Paper presented at the Annual Meeting of the American Psychological Association (89th, Los Angeles, CA, August 24-28, 1981).

Pub Type—Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Child Caregivers, *Day Care, *Early Childhood Education, *Older Adults, *Program Descriptions, *Training

Aspects of a project designed to train senior citizens in child care (especially infant care) are described in this brief report. Eligibility and screening criteria, participant characteristics, instruction provided, program effectiveness, and placement of graduates are among the topics discussed. (Author/RH)

ED 213 506 PS 012 693

Birnbaum, Dana W. Long-Haired Girl, Short-Haired Boy: Imagery Use in Preschoolers' Stereotypes About Sex Differences in Emotionality.

Pub Date—Apr 81

Note—9p; Paper presented at the Annual Meeting of the Eastern Psychological Association (52nd, New York, NY, April 22-25, 1981).

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cues, *Emotional Response, *Expectation, *Generalization, *Imagery, *Mediation Theory, *Preschool Children, *Sex Differences, *Sex Stereotypes

Identifiers—Context Effect, Emotions, *Gender Identity

The purpose of this study was to determine the

influence and the relative salience of imagery and contextual cues in the mediation of preschoolers' emotional stereotypes. Fourteen male and 14 female preschoolers enrolled in a university summer preschool program were presented with six hypothetical emotional situations in story form - 2 each for the emotions of anger, happiness, and fear. Each of the stories was augmented by one of two descriptive characteristics (i.e., imagery cues) of the central character. Thus, a character was described either as "with long, blond hair" (a female cue), or "with short, dark hair" (a male cue). For each subject, half of the situations contained female imagery cues and half contained male imagery cues (one male and one female cue per emotion). Subjects were then instructed to listen to each situation and decide if the character in the story was a boy or a girl. Following their gender attributions, subjects were asked to supply reasons for their gender choices. Using chi-square analysis, results provided further evidence for preschoolers' stereotyping of sex differences in emotionality. Results also confirm the finding that the salient feature of a particular situation may well override a young child's stereotypic beliefs about sex differences in individual aspects of emotionality. Further, results suggest that while imagery cues may indeed be used to mediate emotional stereotypes, their mere presence does not guarantee their use by the child, since their salience is also dependent upon situational and contextual cues. (Author/MP)

ED 213 507 PS 012 694

Hodgson, Susan

The Socially Isolated Mother: Distribution, Day to Day Effects and Implications for Intervention. Toronto Univ. (Ontario).

Spons Agency—Department of National Health and Welfare, Ottawa (Ontario). National Welfare Grants; Hospital for Sick Children Foundation, Toronto (Ontario).

Pub Date—Aug 81

Grant—CHW-4555-21-14

Note—46p; Paper presented at the Annual Meeting of the American Psychological Association (89th, Los Angeles, CA, August 24-28, 1981).

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Coping, *Family Life, *Family Problems, *Foreign Countries, *Incidence, *Intervention, *Mental Health, *Mothers, *Parent Child Relationship, *Physical Health, *Preschool Children, *Social Isolation, *Stress Variables, *Tables (Data)

Identifiers—*Canada

This paper discusses the extent, distribution, and consequences of socially isolated mothers. First, the author considers what are likely to be the negative effects of isolation on both the emotional and physical health of mothers, and the resulting implications of these effects for the primary prevention of a wide range of emotional and physical problems. Next, arguing that we do not know enough about social isolation beyond its possible effects on health, the author reviews data which have a bearing on the prevalence and distribution of social isolation in the population and how it affects mothers and through them their children on a day-to-day basis. Finally, the author discusses the implications of these findings for intervention and briefly describes the efforts in one particular neighborhood to reduce the isolation of mothers at home with their preschool children. Data reflecting the extent, distribution, and other characteristics of isolated mothers are included in tabular form. (Author/MP)

ED 213 508 PS 012 695

Gallagher, Richard

The Comprehension and Use of Self-Control Strategies for Delay Tolerance in Adjusted and Behaviorally-Disordered Kindergarten Children.

Pub Date—Apr 81

Grant—MH-15748-02

Note—18p; Paper presented at the Annual Meeting of the Eastern Psychological Association (52nd, New York, NY, April 22-25, 1981).

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Aggression, *Behavior Problems, *Cognitive Ability, *Comparative Analysis, *Comprehension, *Delay of Gratification, *Kindergarten, *Kindergarten Children, *Mediation Theory, *Metacognition, *Performance Factors, *Self Control

Identifiers—Cognitive Research

In order to investigate the relationship between

problems in behavioral control and children's capacity to utilize mediational strategies for self control, the responses of a group of disruptive (N=20) and nondisruptive (N=20) kindergarten children were compared in their approach to delay of gratification tasks. Subjects were compared on three forms of potential deficiencies detrimental to mediated task performance: (1) a comprehension deficiency in which situation requirements and effective strategies are not understood; (2) a production deficiency in which requirements are understood but effective strategies are not spontaneously produced; and (3) a mediational-control deficiency in which requirements are understood and an effective strategy is produced, but behavior is not coordinated with that strategy. Results indicate that disruptive kindergarten children exhibit a deficiency on a composite measure of their ability to comprehend delay task demands and utilize mediational strategies for delay. Specifically, disruptive children exhibit a deficiency in the comprehension of situational contingencies and in the comprehension of the influence of two important strategies for delay, as well as a mediational-control deficiency when utilizing self-generated strategies. (Author/MP)

ED 213 509 PS 012 697

Mann, Judy Murphy, Ann

Early Adolescent Education: Literature Synthesis and Report.

Northwest Regional Educational Lab., Portland, Ore.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Jul 81

Contract—400-80-0105

Note—50p; Prepared for Oregon City School District.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Cognitive Style, *Curriculum Design, *Educational Practices, *Individual Characteristics, *Junior High Schools, *Junior High School Students, *Literature Reviews, *Middle Schools, *School Organization, *Teaching Methods, *Theories

Identifiers—*Early Adolescents

This synthesis of research and literature related to the education of the early adolescent involved analysis of 83 documents. These documents were analyzed to answer the following key questions: (1) What are the characteristics of the early adolescent? (2) What are the learning theories most applicable to the early adolescent and what do these suggest for educational planning? (3) What organizational and curriculum patterns are most effective in producing desired learning outcomes while accommodating the characteristics of the early adolescent? and (4) What do the primary cognitive attributes of the early adolescent suggest for the selection of appropriate teaching strategies and instructional methods? The report is organized into four sections: characteristics of early adolescents; cognitive styles of early adolescents; organizational practices and curriculum; and instructional methods. A bibliography of the documents examined is included. (Author/MP)

ED 213 510 PS 012 698

Liss, Marsha B. And Others

Listening to Boys and Girls During Play.

Pub Date—Apr 81

Note—8p; Paper presented at the Annual Meeting of the Western Psychological Association (Los Angeles, CA, April 9-12, 1982).

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Communication Research, *Content Analysis, *Kindergarten Children, *Peer Influence, *Play, *Primary Education, *Research Problems, *Sex Differences, *Speech Communication

To examine the nature of sex differences in children's speech during play, 10 boys and 10 girls in kindergarten were videotaped continuously during 10 minute dyadic play sessions involving non-sex-typed toys. Each child participated twice - once with a same-sex peer and once with an opposite-sex peer. The videotapes were coded according to whom each child directed his/her verbalizations (self or other), and the content of each child's verbalizations (self, toy, self and toy, play partner, play partner and toy, previous experience, toy noises, mutterings, and comments unrelated to the toy play

activities). No sex differences were found. It was found, however, that children talked more to others than to themselves except when making noises related to the toy or its function. The most common type of verbalization was irrelevant to play activity. The second most frequent type was about the toy itself and occurred more in dialogues. Children generally talked more when with the opposite-sex peer. Mutterings were more common in same-sex play, but all other categories occurred more frequently when playing with an opposite-sex playmate. It is concluded that (1) children may show sex differences only when the toys and activities introduced into the research setting are sex-typed, and (2) due to unfamiliarity, children playing in opposite-sex dyads may need to give each other various kinds of instruction. (Author/RH)

ED 213 511 PS 012 701

Oversight Hearing on Head Start Transportation Policy. Hearing Before the Subcommittee on Human Resources of the Committee on Education and Labor, House of Representatives, Ninety-Seventh Congress, First Session (February 25, 1981).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date—81

Note—54p.; Portion marginally legible due to small print.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Coordination, Federal Programs, *Finance Reform, Hearings, *Preschool Children, *Preschool Education, *Public Policy, *Transportation

Identifiers—Congress 97th, *Project Head Start

The Subcommittee on Human Resources (Committee on Education and Labor) was convened to review federal transportation policy with regard to Project Head Start and to discuss possible solutions to problems which have recently surfaced. The problems are related to funding and the time provided to local Head Start programs to purchase and/or replace vehicles used for transporting children receiving Head Start services. Statements of witnesses appearing before the subcommittee and prepared statements concerned with transportation issues, such as the efficient coordination of transportation resources, are reported. (Author/RH)

ED 213 512 PS 012 702

Logan, Richard D.
Maternal Child-Rearing Patterns and Children's Scholastic Achievement in Different Groups.

Institute for Juvenile Research, Chicago, Ill.
Spons Agency—Welfare Administration (DHEW), Washington, D.C.

Pub Date—[78]

Grant—CRD-371-C2-9

Note—32p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, Black Mothers, *Child Rearing, Comparative Analysis, Cultural Influences, *Discipline, Elementary Education, *Elementary School Students, Lower Class, Middle Class, *Mothers, *Parent Attitudes, Sex Differences, Urban Population, Whites

Identifiers—Context Effect

The purpose of this study was to examine the general proposition that different maternal child-rearing pattern-types (permissive or restrictive) are associated with high scholastic achievement in elementary school children from four different class-culture groupings (black middle-class, black working-class, white middle-class, and white working-class). The groupings were further subdivided by sex in order to account for the effect of each child's sex on the relationship between child-rearing and achievement in the different groupings. Information on child-rearing, as well as on parental occupations (used to determine the social class levels) was obtained from 1,102 mothers by means of survey interviews. Children's scholastic achievement was measured on standard school achievement tests taken from school records. Results, while providing support for the above general proposition, provided only partial support for two specific hypotheses proposing that urban black mothers of high achievers use warm and restrictive strategies, and that white middle-class mothers of high achievers use warm and non-restrictive strategies. The effect of the child's sex on maternal child-rearing strategies

are discussed. (Author/MP)

ED 213 513 PS 012 703

Cochran, Moncrieff M. And Others.
Contexts for Childrearing: The Ecology of Family Life in Syracuse, New York. A Final Report to the National Institute of Education.

Cornell Univ., Ithaca, N.Y.
Spons Agency—Charles F. Kettering Foundation, Dayton, Ohio.; Mott (C.S.) Foundation, Flint, Mich.; National Institutes of Health (DHHS), Bethesda, Md.; National Inst. of Education (ED), Washington, D.C.; Spencer Foundation, Chicago, Ill.

Pub Date—Jul 81

Contract—400-76-0150

Note—685p.

Pub Type—Reports - Research (143)

EDRS Price - MF04/PC28 Plus Postage.

Descriptors—*Child Rearing, Demography, *Ecology, *Employed Parents, Employed Women, *Employment, Environmental Influences, Family Life, Kindergarten, *Neighborhoods, *Parent Attitudes, Parent Child Relationship, Primary Education, Program Evaluation, Research Methodology, Social Characteristics, Social Cognition, Social Influences
Identifiers—Ecological Psychology, *Family Matters Project, New York (Syracuse), *Social Networks, Social Support

Using a sample of 276 families living in Syracuse, New York, this study examined the effects of different ecological contexts (i.e., the workplace, the neighborhood, and personal social networks) on the effectiveness of the family as a child-rearing system. Following an introductory overview (Chapter I) of the study's objectives and its theoretical framework, Chapter II provides an overview of the sample design and its demographic characteristics, specifies variables, and describes models and methods used for the analysis of data. An array of findings, beginning with mothers' perceptions of their children and then linking these perceptions to their views of extra-familial influences are presented in Chapters III and IV respectively. Chapter V examines the contours of work and family arrangements as they are perceived by a sample of white married women, employed in part- and full-time jobs. Chapter VI addresses questions about how parents view and evaluate their neighborhoods and about ways different neighborhood ecologies contribute to and inhibit parents' and children's activities. In Chapter VII social network data as informal systems of social support are discussed, and then linked in Chapter VIII with mothers' perceptions of themselves, their children, and (if married) their husbands. Finally, the implications of study findings for evaluation of program effects are presented in Chapter IX. A detailed description of the methods used to select families and neighborhoods for the study, as well as descriptive profiles of each neighborhood selected are included in the appendices. (Author/MP)

ED 213 514 PS 012 704

Groberg, Edith H. Fowler, Austine.
Users' Manual for Research: Translating Head Start Findings Into Action (Expanded Notebook Version).

Administration for Children, Youth, and Families (DHHS), Washington, DC. Research, Demonstration, and Evaluation Div.

Pub Date—Apr 81

Note—50p.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Class Activities, Guidelines, Material Development, Postsecondary Education, *Preschool Teachers, Problem Solving, *Research Utilization, *Teacher Education, *Teaching Methods

Identifiers—*Project Head Start

This users' manual, intended for use with a Project Head Start teacher training notebook, describes the purpose, development and field testing of the training materials and suggests procedures for using the notebook as a resource in teacher training sessions. The training notebook to which the users' manual refers is based on 11 questions in the areas of problem solving, language development, and self-concept for which preschool teachers indicated a need for answers, and is designed to help preschool teachers develop and use classroom activities based on pertinent research. Teacher training materials as well as preschool curriculum materials for problem-solving activities are appended. (Author/RH)

ED 213 515 PS 012 705

Condry, Sandra And Others.
A Summary of the Research Forum on Children and Youth (Washington, D.C., May 18-19, 1981).
Administration for Children, Youth, and Families (DHHS), Washington, DC. Research, Demonstration, and Evaluation Div.

Pub Date—Sep 81

Note—51p.

Pub Type—Collected Works - Proceedings (021) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adolescents, Children, Diseases, *Economic Factors, Educational Research, High Risk Persons, *Legal Problems, *Pediatrics, *Public Education, *Public Health, Research Needs, *Social Services

Identifiers—Research Results

Two federal interagency panels convened a research forum for the purpose of reaching consensus on research findings relating to five broad areas of concern for children and youth: health, education, social services, legal considerations, and economic factors. Experts volunteered to write working papers focusing on a single aspect of the broad areas, such as child abuse or divorce, and to identify reliable research findings. This document reports on the discussions of the 50 working papers and summarizes the salient points of agreement, points of inconclusive data, and, in many cases, needed research. Discussions ranged from a very specific focus on biomedical research to the assessment of the impact of public policy on children, youth and families. The document also provides a matrix of the 23 topics discussed across the 50 papers and across the five areas of concern for children and youth. Many of the papers cut across topics and areas; thus, for example, family structure is examined in the areas of health, social services, education, legal issues, and economic issues. More specific topics, such as child abuse or teenage parents, can be found in an appended list of papers. Lists of agencies participating in the panels and research forum participants are also appended. (Author/RH)

ED 213 516 PS 012 706

Hartman-Haas, Hope J.
Thinking: A Forgotten Basic Skill.

Pub Date—Nov 81

Note—18p.; Paper presented at the Conference of the New Jersey School Boards Association (Atlantic City, NJ, November 1981).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Basic Skills, *Cognitive Processes, *Curriculum, *Educational Needs, *Educational Practices, Elementary Education, *Instructional Development

Identifiers—*Rationality

The nature of thinking as perhaps the most basic of all intellectual skills and the neglect of thinking as a valuable skill to teach in formal educational settings are discussed in the first two sections of this paper. The third section provides a rationale for teaching effective thinking skills in school. (Author/RH)

ED 213 517 PS 012 707

Trujillo, Lorenzo A.
Bilingual Multicultural Education: Issues, Research, Rationale.

InterAmerica Research Associates, Denver, CO.

Pub Date—Jan 81

Note—11p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bilingual Education, Educational Needs, *Educational Policy, Elementary Secondary Education, *Futures (of Society), *Hispanic Americans, Minority Groups, Multicultural Education, Outcomes of Education, *Social Problems, State of the Art Reviews

Identifiers—*Controversy

Issues related to the future of bilingual education are discussed in this brief paper. Points of controversy concerning bilingual education are pointed out and three philosophical approaches to, or models for, bilingual education are briefly described. The view of critics who see bilingual education as educationally unsound are mentioned and data about the educational experience of culturally diverse populations in the United States are introduced as part of an argument that a return to past practices requiring cultural assimilation is not a justifiable policy. It is further argued that such traditional educational

practices violate basic American principles of freedom and human rights. Research findings counter the view that bilingualism is an outward sign of poor intellectual functioning are cited. Additional studies, indicating the positive outcomes of bilingual abilities and programs, are cited and briefly described, and it is concluded that the growth of the Hispanic population necessitates the attainment of some semblance of equal educational opportunity. (Author/RH)

ED 213 518 PS 012 708

Avry, Gordon B.

Prematurity: A Major Health Problem. Matrix

No. 1.

Administration for Children, Youth, and Families (DHHS), Washington, DC. Research, Demonstration, and Evaluation Div.

Pub Date—Jan 82

Note—11p; Paper presented at the Research Forum on Children and Youth (Washington, D.C., May 18-19, 1981). For related documents, see PS 012 709-712, PS 012 716, and PS 012 719-721.

Available from—Administration for Children, Youth, and Families, P.O. Box 1182, Washington, DC 20013 (no price quoted).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—High Risk Persons, Improvement, Intervention, *Medical Services, *Premature Infants, *Primary Health Care, *Research Needs, Identifiers—Birth Weight, Epidemiology, *Survival. Premature birth (defined as delivery before 37 weeks gestation) and low birthweight (below 2,500 grams) are major health problems in the United States. Infants in these categories account for 75 per cent of neonatal deaths and 50 per cent of deaths in the first year of life. Survivors contribute disproportionately to the pool of handicapped children who require rehabilitative care and may never be competitive individuals. Research advances and the availability of perinatal intensive care have resulted in vastly improved survival in the past decade. The weight at which roughly half the babies survive has dropped from 1300 to about 800 grams. Better care also has been associated with a better quality of life for the survivors. The vast majority of premature infants greater than 1000 grams birthweight can be expected to survive, and mean IQ values of premature infants at this weight approach those of the general population. The group below 1000 grams birthweight does not participate fully in this improved prognosis. Below 750 grams, less than half survive, and a considerable number of the survivors have serious health problems. (In conclusion, 10 research areas are identified in which progress is desired.) (Author/RH)

ED 213 519 PS 012 709

Brent, Robert L.

Birth Defects. Matrix No. 2.

Administration for Children, Youth, and Families (DHHS), Washington, DC. Research, Demonstration, and Evaluation Div.

Pub Date—Jan 82

Note—20p; Paper presented at the Research Forum on Children and Youth (Washington, D.C., May 18-19, 1981). For related documents, see PS 012 708-712, PS 012 716, and PS 012 719-721.

Available from—Administration for Children, Youth, and Families, P.O. Box 1182, Washington, DC 20013 (no price quoted).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Congenital Impairments, Diseases, Environmental Influences, Genetics, *Incidence, *Infants, *Perinatal Influences, *Research Needs, Identifiers—Epidemiology, Teratology

This report discusses the magnitude of the problem of birth defects, outlines advances in the birth defects field in the past decade, and identifies those areas where research is needed for the prevention, treatment, and management of birth defects. The problem of birth defects has consumed a greater portion of our health care resources because of the reduction of infectious diseases and our ability to salvage and care for many malformed children. These health care costs are estimated conservatively at \$20 billion per year. For every 1000 live births, 130 have genetic or anatomical defects. A genetic

etiology accounts for 25 per cent of anatomical defects. The largest group of defects (65 per cent) is believed to be polygenic or multifactorial in origin. Contrary to the notion that the main causes of birth defects are environmental agents such as drugs, chemical, and/or ionizing radiation, information gathered in the last 20 years indicates that these environmental agents account for only 10 per cent of birth defects. During the past decade, a greater prevention of birth defects has resulted from epidemiologic surveillance, better management of maternal medical disorders and obstetric and neonatal factors, greater understanding of the role of environmental factors and genetic diseases, insights obtained from psychosocial observations, and legal and ethical opinions. However, although much has been achieved during the last decade, many areas still need to be investigated. The improved management of maternal disease states and the development of vaccines or effective treatment of intrauterine infections are areas for maximal investment of future resources. (Author/MP)

ED 213 520 PS 012 710

Graham, George G.

Nutrition and Growth: Recent Research Findings

and Research Priorities. Matrix No. 3.

Administration for Children, Youth, and Families (DHHS), Washington, DC. Research, Demonstration, and Evaluation Div.

Pub Date—Jan 82

Note—9p; Paper presented at the Research Forum on Children and Youth (Washington, D.C., May 18-19, 1981). For related documents, see PS 012 708-712, PS 012 716, and PS 012 719-721.

Available from—Administration for Children, Youth, and Families, P.O. Box 1182, Washington, DC 20013 (no price quoted).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Food Standards, *Health Programs, *Nutrition, Public Policy, *Research Needs, *Research Problems

Identifiers—Food Consumption, *Priorities

Recent research indicates that low income adults and infants in the United States are more likely to be overweight than undernourished. Very possibly, the assumptions upon which food supplement programs are based are ill-founded. While many of the currently operating broadly conceived supplemental food programs achieve desirable collateral benefits, they may prove to be stop-gap measures that are less important than other steps that should be taken to ensure the health, well-being and future social competence of children and youth. To establish a sound basis for food policy, further research on nutrition is needed (or will continue) in several areas, including (1) the effects of adult obesity on health; (2) the contribution of infant obesity to adult obesity; (3) the role of diet in the genesis of degenerative vascular diseases; (4) the potential role of specific foods, food components and food additives in the etiology of various malignancies; (5) the need for trace minerals in the diet; (6) the identification of normal mechanisms of intestinal absorption and the role of gastrointestinal flora; (7) cell-mediated immunity; (8) the advantages and risks of breast feeding; and (9) the influence of nutrition on hyperactivity. Nutrition policy should make certain of the nutritional value and safety of convenience foods and intelligently inform the public about them. (Author/RH)

ED 213 521 PS 012 711

Haggerty, Robert J.

Methods and Systems for Delivering Maternal and Child Health Care: Research Contributions. Matrix No. 4.

Administration for Children, Youth, and Families (DHHS), Washington, DC. Research, Demonstration, and Evaluation Div.

Pub Date—Jan 82

Note—14p; Paper presented at the Research Forum on Children and Youth (Washington, D.C., May 18-19, 1981). For related documents, see PS 012 708-712, PS 012 716, and PS 012 719-721.

Available from—Administration for Children, Youth, and Families, P.O. Box 1182, Washington, DC 20013 (no price quoted).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, *Children, *Delivery Systems, *Futures (of Society), *Health Services, Improvement, *Medical Research, *Mothers, Neonates, Preschool Children, Research Needs, Statistical Studies

The major contributions of research to the organization and delivery of health services in the past decade (circa 1972-1982) are described and some important areas for further research are indicated in the three main sections of this paper. The first section points out problems associated with the current state of the applied field of health services research. In the second section, contributions of health services research to maternal and child health are delineated. Research areas discussed are statistics, the structure and function of the child health care system, and advances in health and medical care (encompassing newborn, preschool, school, and adolescent periods). The present state and future of health services research are discussed in Section Three. An agenda for additional health services research is suggested and a list of 11 specific conclusions and recommendations is offered. (Author/RH)

ED 213 522 PS 012 712

Hardy, Janet B.

Teenaged Pregnancy. Matrix No. 5.

Administration for Children, Youth, and Families (DHHS), Washington, DC. Research, Demonstration, and Evaluation Div.

Pub Date—Jan 82

Note—13p; Paper presented at the Research Forum on Children and Youth (Washington, D.C., May 18-19, 1981). For related documents, see PS 012 708-711, PS 012 716, and PS 012 719-721.

Available from—Administration for Children, Youth, and Families, P.O. Box 1182, Washington, DC 20013 (no price quoted).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adolescents, Definitions, Incidence, *Pregnancy, Quality of Life, Research Needs, *Risk, *Sexuality, Social Problems, Identifiers—*Adolescent Parents

The purposes of this paper are (1) to highlight some of the complex issues involved in teenage pregnancy and its consequences; (2) to comment on some of the problems that make solutions difficult to achieve; and (3) to indicate areas in which further research is of critical importance. Among the issues of teenage pregnancy discussed are the prevalence of pregnancy, sexual activity and marriage, contraceptive use, risk of pregnancy, and risk of repeated pregnancy. The consequences of teenage pregnancy for the parents, the child, the family of origin, and the economic consequences for society are delineated. The discussion of research needs emphasizes primary prevention through effective contraceptives that are designed for and acceptable to teenagers; sex education that includes information on the nature of sexuality, risks of pregnancy and the costs and burdens of premature parenthood; and increased attention to the value of virginity. Research needs related to unresolved questions in the area of secondary prevention, research needed to improve longer-range outcomes for the children of teenagers, and the need for the evaluation of preventive and intervention programs are indicated. (Author/RH)

ED 213 523 PS 012 716

Newberger, Eli H. Newberger, Carolyn Moore

Child Abuse: Current Knowledge and Future Needs

for Research. Matrix No. 9.

Administration for Children, Youth, and Families (DHHS), Washington, DC. Research, Demonstration, and Evaluation Div.

Pub Date—Jan 82

Note—15p; Paper presented at the Research Forum on Children and Youth (Washington, D.C., May 18-19, 1981). For related documents, see PS 012 708-712, and PS 012 719-721.

Available from—Administration for Children, Youth, and Families, P.O. Box 1182, Washington, DC 20013 (no price quoted).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Child Abuse, Etiology, Intervention, Pathology, Prevention, *Research Needs, *Research Problems, *Theories

Identifiers—Theoretic Orientation, *Theory Development

At the beginning of this paper what is known about the effects of maltreatment on children is described. From that discussion, a general impression of the nature and quality of current knowledge emerges, with a focus on theoretical and methodological implications. It is concluded that reports on the physical, social, emotional, and cognitive-developmental consequences of child abuse present an impression of serious and profound pathology in the victims, but that analysis of these studies demonstrates major methodological flaws that limit their generalizability, scientific validity, and utility for building theory and for guiding practice. The second section of the paper discusses the importance of theory to knowledge, prevention, and treatment of child abuse. An account of the development of child abuse research is provided. The account describes the shift in research objectives from a set of unitary theories to a set of integrative hypotheses—a shift from a search for a single cause of child abuse to the identification of individual differences in etiology. In the final section of the paper, future research needs are identified. (Author/RH)

ED 213 524 PS 012 719

Cohen, Donald J. And Others

Neuropsychiatric Disorders of Childhood. Matrix No. 11B.

Administration for Children, Youth, and Families (DHHS), Washington, DC. Research, Demonstration, and Evaluation Div.

Pub Date—Jan 82

Note—18p; Paper presented at the Research Forum on Children and Youth (Washington, D.C., May 18-19, 1981). For related documents, see PS 012 708-712, PS 012 716, and PS 012 720-721.

Available from—Administration for Children, Youth, and Families, P.O. Box 1182, Washington, DC 20013 (no price quoted).

Pub Type—Information Analyses (070) — Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Attention, *Autism, *Children, Clinical Diagnosis, *Developmental Disabilities, Influences, Medical Services, Mental Disorders, *Neurological Impairments, Therapy

Identifiers—*Attention Deficit Disorders, Gilles De La Tourette Syndrome

The general nature of neuropsychiatric disorders of childhood, and the areas in which gains in understanding such disorders have been made are discussed in the first portion of this paper. Thereafter, discussion focuses on the contemporary approach to neuropsychiatric disorders of childhood as exemplified by three serious disturbances: attention deficit disorders, autism, and Gilles de la Tourette's syndrome of chronic multiple tic. Central processing or cognitive difficulties, attentional and activity regulation, personal/social/motivational disturbances, individual assessment, and treatment related to attention deficit disorders are described. The discussion then moves to delineate the characteristics of autism in the early and later years of childhood, as well as the causes and treatment of autism, and prospects for increased understanding of autism in the future. The discussion of Tourette's Syndrome focuses on the nature, causes, and treatment of the disorder. In a concluding overview, it is indicated that perhaps the predominant characteristic of the past several years of clinical investigation of neuropsychiatric disorders of childhood is a steady progression of knowledge and recognition of the complexity and interrelationships of developmental disorders. (Author/RH)

ED 213 525 PS 012 720

Rizzo, Anthony A.

Dental Diseases of Children and Youth. Matrix No. 12.

Administration for Children, Youth, and Families (DHHS), Washington, DC. Research, Demonstration, and Evaluation Div.

Pub Date—Jan 82

Note—13p; Paper presented at the Research Forum on Children and Youth (Washington, D.C., May 18-19, 1981). For related documents, see PS 012 708-712, PS 012 716, and PS 012 719-721.

Available from—Administration for Children, Youth, and Families, P.O. Box 1182, Washington, DC 20013 (no price quoted).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150) — Information Analyses

(070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Children, Cleft Palate, *Dental Health, *Disease Incidence, *Public Health, Research Needs, *Youth

Identifiers—Malocclusion, Periodontology, Traumas

Presented at the 1981 Research Forum on Children and Youth, this report describes the nature and impact of the most important dental health problems that affect children and youth in our society, summarizes the advances achieved by research during the last decade, and identifies those areas where research is required for continued progress over the next decade. (Author/MP)

ED 213 526 PS 012 721

Robertson, Leon S.

Injuries to Children and Adolescents. Matrix No. 13.

Administration for Children, Youth, and Families (DHHS), Washington, DC. Research, Demonstration, and Evaluation Div.

Pub Date—Jan 82

Note—11p; Paper presented at the Research Forum on Children and Youth (Washington, D.C., May 18-19, 1981). For related documents, see PS 012 708-712, PS 012 716, and PS 012 719-720.

Available from—Administration for Children, Youth, and Families, P.O. Box 1182, Washington, DC 20013 (no price quoted).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Accidents, *Adolescents, *Children, *Injuries, *Prevention, *Research Needs

Injuries are the leading causes of death for non-infant children and adolescents. Motor vehicles, drownings, fires, firearms, and poisons, in that order, are the major categories of fatal injury for the child population as a whole. Recognition that the agents of injury are the major forms of energy (mechanical, thermal, chemical) has led to an increased focus on the characteristics of energy and factors in children's environments that increase exposure to these agents. A wide range of strategies is available to modify such agents and environments. These strategies would reduce the incidence and severity of injuries, including prevention of creation or release of the agents; separation of the agents from children in time, space, or with physical barriers; and modification of qualities of agents, vehicles and hosts. Research relevant to choice of strategies suggest that changes in injurious agents or environments that do not require modification in behavior of those at risk are usually the most effective and less often generate objections from the general public. However, resistance to regulation on economic, political, and ideological grounds may delay or foreclose the use of a given strategy. Therefore, attempts at injury control should be researched in relatively small-scale experiments before being adopted on a large scale. Such experiments could rule out the programs that have unanticipated harmful effects or no effects, and give more credence in the economic, social and political arenas to those programs that are effective. (Author/MP)

ED 213 527 PS 012 728

Honig, Alice S. Wittmer, Donna S.

Toddlers' Bids and Teachers' Responses in Title XX Day Care Centers.

Pub Date—Nov 81

Note—21p; Paper presented at the Annual Meeting of the National Association for the Education of Young Children (Detroit, MI, November 5-8, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Child Caregivers, Childhood Needs, Communication Research, Day Care, Early Childhood Education, *Infants, *Interaction, *Social Behavior, *Teacher Response, *Verbal Communication

Identifiers—Approach Technique, Coding, *Toddlers

Part of a larger investigation of teacher-child-peer interactions among two- and three-year-old children in day care, this microanalytic study of toddler-initiated bids (attempts to communicate with caregivers) and teacher responses depicts in detail toddler-caregiver interaction. Subjects for the study were 25 males and 25 females between the ages of

24 and 30 months who were members of low-income families whose day care fees were paid by Title XX funds. APPROACH (A Procedure for Patterned Responses Of Adults and Children), a fine-grained ecological technique for observing and coding child interactions with peers, objects, and caregivers was used to record 80 minutes of behavior per child. From the APPROACH records, children's communication and interaction attempts with teachers were coded into one and only one of the following five categories: seeking help, requesting attention, distressed or negative approach to teacher, positive approach, and attempt to seek information. Teacher responses to toddler communication attempts were coded into one and only one of the following nine categories: ego boosts, teaching, questions, attends, combinations of positive with control or negative responses, commands, negative responses, ignores, and unknown. Findings concerning teachers' responsiveness to seeking help, requests for attention, distress/negative bids, positive bids, and seeking information are discussed in detail and implications for caregiver training are drawn. (Author/RH)

ED 213 528 PS 012 730

Reifel, Stuart

Age Differences in Symbolic Representation: Fluidity in Representational Construction.

Pub Date—Aug 81

Note—24p; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioral Development (Toronto, Ontario, Canada, August 17-21, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Age Differences, *Constructed Response, *Elementary School Students, *Goal Orientation, *Performance Factors, *Preschool Children, Preschool Education, Primary Education, Sex Differences

Identifiers—Blocks, *Symbolic Representation

This paper reports a cross-sectional, developmental study of the fluidity of children's mental functioning (representational skills) in contexts involving the representational use of blocks. Data were collected from a sample of 40 children from a laboratory school: 20 four-year-olds and 20 seven-year-olds, with an equal number of boys and girls in each group. Each child was taken to an experimental room and was invited to play with a set of tabletop building blocks while answering questions about prior experience with block play. After returning the blocks to their box, the child was directed to listen closely to the story of "Little Red Cap." Subsequently, the child was told to use the blocks to represent the story. Children's block construction behavior was videotaped. Upon completion of the construction task, the child was asked to describe in detail what the blocks showed. The children's descriptions were recorded and photos of all block representations were taken. If the judges determined that the first-placed block appeared to be reoriented in space in the course of construction, they categorized the child as "fluid." Initial analyses indicated that four-year-olds' constructions were more frequently "fluid" than were seven-year-olds' constructions. Among four-year-olds only, sex differences were found. Boys' constructions were more fluid than girls'. Post hoc analysis revealed that most reorientations or fluid constructions were due to blocks falling. Results are discussed. (Author/RH)

ED 213 529 PS 012 740

Ong, Sara

Night Sleep in the Company of a Sibling Related to School Achievement.

Pub Date—81

Note—14p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Achievement Gains, Case Studies, Elementary Education, *Family Environment, Intervention, *Performance Factors, *Siblings, *Sleep, *Student Improvement

Identifiers—Single Subject Designs

A single subject ABAB design was used to investigate the effect on academic achievement of altering the sleeping arrangements of a low-achieving, 9-year-old third grade male student who slept in bunk beds with an older brother aged 14 years. The subject's diagnostic test performance on reading and math measures was assessed at the beginning of the school year. He received a 1.5 grade equivalent score in reading and correctly answered three out of

26 math questions. The ABAB single subject design was chosen in order to relate sleeping patterns and school achievement. In the A periods, the subject slept in twin beds in one room with his brother. In the B periods, the subject slept in a separate room alone. The A and B periods were not uniform in length. The first A period lasted 17 weeks to establish a baseline for the subject's academic performance. The first B interval in which the subject slept alone was terminated when the child's teacher observed that he had scored higher on spelling tests and with more consistency than previously. The second A period was terminated when adverse results appeared on school work. The subject was then returned to the B condition until the end of the school year. In the last B condition reading and math post-tests were administered. Results indicate that the subject showed substantial gains in academic tests (spelling, reading and math) during B periods when he slept in a separate room alone. Results and limitations of the study are discussed. (Author/RH)

ED 213 530 PS 012 741

Treiber, Frank Anton

Temperament Differences Between Infants Who

Do and Do Not Complete Laboratory Testing.

Pub Date—[81]

Note—15p.; Paper presented at the Meeting of the Southwestern Psychological Association (Dallas, TX, April 15-17, 1982).

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Individual Differences, *Infants, Parent Attitudes, *Personality, Physical Activity Level, Questionnaires, Test Validity, *Visual Perception, Withdrawal (Psychology) Identifiers—*Habituation

The purpose of the present study was to determine whether temperament differences exist between infants who completed a visual perceptual/cognitive experiment and those who did not. A total of 14 Caucasian infants ranging in age from 5-15 months participated in the study. The subjects were placed in one of two groups (completers vs. noncompleters) based upon their performance at four months of age in a visual habituation experiment. Infants were classified as noncompleters if they had fussed, cried or fallen asleep two or more times during the test session and could not be coaxed into a more attentive state (i.e., to be visually alert, motorically inactive). Additional information on the infants' behavior patterns was obtained from their mothers who were asked to complete the Infant Temperament Questionnaire Revised (ITQR). Based upon personal observation and parental comments from previous investigations it was predicted that the subjects in the completers group would tend to be classified as easy or intermediate in temperament whereas the noncompleters group would generally be labeled as difficult or slow to warm up. In general, results supported this prediction. In comparison to the completers, the noncompleters were found to be more motorically active, withdrawing, and negative in mood. The findings were discussed in terms of the questionable external validity of most infant perceptual/cognitive investigations. (Author/MP)

ED 213 531 PS 012 747

Jaskir, John Lewis, Michael

A Factor-Analytic Study of Mother-Infant Interaction at Ages Twelve and Twenty-Four Months.

Pub Date—Apr 81

Note—12p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (52nd, New York, NY, April 22-25, 1981).

Pub Type—Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Factor Analysis, *Infant Behavior, Longitudinal Studies, *Mothers, *Parent Child Relationship, *Play, Reliability, *Social Behavior Identifiers—*Dyads

In order to specify the factor structure and stability of infant and maternal behavior, mother/infant interaction was observed when infants were 12 and 24 months of age. Mothers and infants observed in dyadic interaction in a playroom during a 15-minute free play period represented a heterogeneous sample across gender, socioeconomic status, and birth order. Interactions were recorded on checklists which contained 18 infant and 18 maternal behaviors. The observed behaviors are listed in the text. Two factor analyses were performed at each age level: one for the infants' behavior and one for the

mothers' behavior. Subsequently, an oblique factor rotation with a delta value of zero was employed to determine unique dimensions of social behaviors while allowing for the identification of overlap between dimensions. Rotated factor solutions were examined and factors were identified using criterion levels of eigenvalues, loadings, and communality. After a specified number of factors had been determined to be most psychometrically and theoretically useful, the factor analyses were conducted a second time. Results are discussed. (Author/RH)

ED 213 532 PS 012 748

Gresham, Frank M.

Social Interactions as Predictors of Children's Likeability and Friendship Patterns: A Multiple Regression Analysis.

Pub Date—[80]

Note—35p.; Paper presented at the Meeting of the Southeastern Psychological Association (New Orleans, LA, March 24-27, 1982).

Pub Type—Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Elementary Education, *Elementary School Students, *Friendship, *Interpersonal Competence, Multiple Regression Analysis, *Peer Acceptance, *Predictive Validity, *Test Validity

The concurrent and predictive validity of four qualitative behavioral classes of social interaction (initiating and receiving positive and negative social interaction) was investigated using sociometric measures of peer acceptance (ratings) and friendship (nominations). Forty children (18 boys and 22 girls) selected from 14 third- and fourth-grade classrooms in a southeastern metropolitan city participated in the study. Subjects were chosen on the basis of low scores on two sociometric rating scales which measured the degree to which children like to "play with" and "work with" each other. Both sociometric and observational measures were used in the study. Correlational analyses showed significant relationships between behavioral and sociometric measures, thus supporting previous findings among preschool populations. Stepwise multiple regression analyses suggested that receiving social interaction from peers best predicted overall acceptance whereas initiating social interactions best predicted children's friendship patterns. Tentative implications for the behavioral assessment of children's social skills are discussed. It is concluded that the results reinforce the idea that social competence is multidimensional and should be assessed behaviorally using multifaceted assessment techniques. (Author/RH)

ED 213 533 PS 012 749

Flamer, Mary Guess

Parent Involvement Programs in New Jersey.

New Jersey State Dept. of Education, Trenton. Div. of School Programs.

Pub Date—Aug 81

Note—76p.

Pub Type—Reports - Descriptive (141) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Citizen Participation, Educational Resources, Elementary Education, Government Role, *Parent Education, *Parent Participation, Parent School Relationship, Postsecondary Education, Program Descriptions, *School Activities, *State Departments of Education

Identifiers—*New Jersey, Parent as a Teacher, Social Support

This volume provides an annotated listing of successful educational programs involving parents which are now in practice in local school districts of New Jersey. Also presented is an overview of parent and citizen involvement within the New Jersey Department of Education. The first section of this resource book classifies programs into five categories of parent involvement: parent as learner, parent as teacher, parent as resource, parent as decision maker, and a fifth listing which includes programs characterized by more than one type of involvement. Within each category the programs are listed alphabetically and a uniform, descriptive format is used which includes a parent involvement descriptor, an overview of the program, products (if any), and the project contact person. Section two includes a program overview of the bureaus and branches of New Jersey's Department of Education that have citizen involvement, a description of the parent involvement component, the rules and regulations where applicable, the services provided and any

related publications. (Author/MP)

RC

ED 213 534 RC 013 086

Ecclleston, John, Comp. Schmidt, Ferdinand, Comp. School and Life-long Learning. Wb: Entwicklung 2 (Wb: Development 2). Interkola (Interschool) Conference Lectures and Group Reports, 1979. State Inst. for the Development of Curricula, Teachers' Inservice Training and Adult Education, Neuss (West Germany).

Pub Date—81

Note—198p.

Available from—Landesinstitut für Curriculumentwicklung, Lehrerfortbildung und Weiterbildung, Gortitzer Str. 3, 4040 Neuss, West Germany.

Language—English; German

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Community Schools, Cultural Education, Curriculum Development, Developed Nations, Educational Legislation, Films, Foreign Countries, *Instructional Materials, *Lifelong Learning, *Relevance (Education), Rural Education, *School Community Relationship, School Organization, Shared Facilities, *Student Motivation, Teacher Education, Television Identifiers—*Interkola, West Germany

This booklet contains the lectures and reports of the work-groups of the Interkola-Conference which took place at Dusseldorf July 21-27, 1979, for the purpose of finding out what changes schools must make to motivate pupils for life-long learning. Lectures covered the role of the school in the concept of life-long learning; kinds of learning which are possible after formal schooling and methods to motivate adults to continue their education; the role of community schools in adult education programs; communication between school and students, school and parents, and school and community; relevance of education; experimental uses of closed circuit television in continuing education; vocational education programs; problems of education in rural areas; proposed legislation; proposals for making higher education more accessible and its development more flexible; and suggestions for developing minority cultures, both linguistically and socially. Group Reports covered problems and offered suggestions for reform in the organizational, curricular, and teacher training aspects of life-long learning and in the production of technical aids for instruction. One group covered problems of life-long learning programs in sparsely populated areas and suggested some possible solutions. Summaries in German were added to the lectures and reports. (CM)

ED 213 535 RC 013 096

Wernick, Walter

Staff Development Guide to Focus on Life-Centered Education for Migrant Youth.

De Kalb Community School District 428, Ill.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date—1 Oct 81

Note—165p.; Research and development conducted as part of an Education/CETA Linkage project.

Pub Type—Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Basic Skills, *Career Education, Career Exploration, High School Students, Hispanic American Culture, Individualized Instruction, *Inservice Teacher Education, Instructional Materials, Interpersonal Competence, Learning Activities, Material Development, *Migrant Education, Parent Participation, Program Evaluation, Secondary Education, *Staff Development, Student Evaluation, *Summer Programs, *Teaching Methods

Identifiers—Illinois, *Life Centered Education, Migrant Student Record Transfer System

Designed to assist administrators of staff development programs for personnel engaged in Illinois' summer educational programs for migrant youth, this guide contains suggestions for a 2-day intensive staff inservice program. Providing a continuum of difficulty to allow selection of activities and levels most appropriate to local needs, the guide details specific activities to be planned, resources to be utilized, and practical suggestions for maintaining focus on the major goals of a life-centered program (career

development, basic skills, and impacting the family). The guide provides suggestions for understanding the migrant culture, family, and student; understanding career/vocational development concepts and activities; infusing personal and social skills into the basic academic areas; helping the student become a resource person for the family; examining ways to orient youth to their working futures; involving parents in the educational program; organizing career/vocational experiences within accessible community resources; evaluating students and reporting through the Migrant Student Record Transfer System; discussing the first week's plans; building self-confidence; communicating with adults about work; projecting into the future; preparing instructional resource units using the contract approach or a focusing unit; and evaluating the staff development program. Appended illustrative materials provide basic back-up information and forms. (CM)

ED 213 536 RC 013 184

van Es, J. C. Schneider, Judy B.

Logan County's High School Seniors: Community Satisfaction, Jobs, and Future Plans. Illinois Agricultural Economics Staff Paper, No. 81 S19. Illinois Univ., Urbana. Coll. of Agriculture; Logan County Cooperative Extension Service, Lincoln, Ill.

Spons Agency—Illinois Univ., Urbana. Agricultural Experiment Station.

Pub Date—May 81

Note—33p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Aspiration, *Attitude Measures, College Bound Students, *Community Satisfaction, Community Services, Comparative Analysis, Data Collection, Economic Development, *Employment Opportunities, High Schools, *High School Seniors, Labor Market, Local Government, Migration Patterns, Needs Assessment, Recreational Facilities, Rural Areas, *Student Attitudes, Student Characteristics

Identifiers—*Illinois (Logan County)

The Logan County (Illinois) Community Resource Development Council, assisted by sociologists and graduate students from the University of Illinois, designed an attitudinal survey which was administered in 1980 to 324 graduating seniors from 3 Logan County high schools to determine why students were leaving the county after graduation and what steps might be taken to decrease the outmigration. Student responses indicated that many students anticipated leaving Logan County, primarily to attend college. Inability to find jobs immediately after high school did not appear to be a significant reason for leaving the county. Respondents clearly indicated the need for a more diversified and upgraded job market in the county. Students did not have very positive attitudes toward Logan County and displayed a strong lack of involvement with local government and leadership. Those students who expressed an opinion generally showed modest ratings to strongly positive attitudes toward services and opportunities in Logan County, although in specific instances students showed strong dissatisfaction. Students preferred to use recreational opportunities available in the county rather than going outside the county. Where applicable, comparisons were made between students' attitudes and those of adults who were also surveyed. Appendices contain an interview schedule and additional information from the interview schedule. (CM)

ED 213 537 RC 013 187

Zirkel, Perry A.

Bilingual Education and School Desegregation: A

Case of Uncoordinated Remedies.

Pub Date—May 76

Note—23p.; Paper presented at the Annual International Bilingual/Bicultural Education Conference (5th, San Antonio, TX, May 1976).

Pub Type—Information Analyses (070) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Bilingual Education, Blacks, Comparative Analysis, *Educational Legislation, Elementary Education, Federal Legislation, Hispanic Americans, Local Legislation, *Mexican Americans, Minority Groups, Non English Speaking, *Program Descriptions, *Puerto Ricans, *School Desegregation, School Districts, Spanish Speaking, State Boards of Education

Identifiers—*Hartford Public Schools CT

Although both desegregation and bilingual education ideally aim at the goal of equal and equitable educational opportunities for minority youngsters, the initial impetus of bilingual education differs distinctly from desegregation in that the bilingual approach requires separate special treatment. The degree of divergence between desegregation and bilingual education must be considered and determined in light of the limited resources and competing priorities of each case. In Hartford, Connecticut, concentrations of Puerto Rican and black students constitute a virtual unanimity in certain schools and a clear majority in the city. Puerto Rican pupils suffer more severe disparities than black students with respect to verbal academic achievement, educational enrollment, and self-concept. Poverty of Puerto Ricans results in overcrowded housing and ill health. In 1970-72, the Hartford School System instituted a pilot bilingual program which has evolved into a complete bilingual elementary school, including bilingual classes from preschool to sixth grade, a bilingual special education resource center, and a staff development program which extends to other schools in the city. The Hartford system began to develop a policy statement, assess parent involvement, and develop a testing and evaluation design. Because both desegregation and bilingual education are crucial to minority students, when and how to implement each remedy must be carefully considered. (CM)

ED 213 538 RC 013 192

Hamrin, Jeannie M.

Problems in Implementing Gifted/Talented Programs in 11 Rural Maine Schools.

Pub Date—81

Note—18p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academically Gifted, Elementary Secondary Education, *Gifted, Needs, Program Development, Rural Education, *Rural Schools, *Small Schools, *Special Education, Special Education Teachers, *Teacher Background, Teacher Education, *Teacher Role

Identifiers—*Maine

To identify promising practices, issues, and problems concerning education for the gifted in Maine, 239 classroom teachers and 14 administrators from 11 school districts geographically distributed throughout the state responded to questionnaires which profiled teacher personal characteristics and styles, described the educational setting and resources, and characterized the 112 gifted children being served. All participating districts were small and rural and had established gifted programs within the last 3 years, with 9 of the programs being primarily the Renzuli Enrichment Triad Model. Identified as problems were: lack of institutional preparation (support services and administrative inertia), lack of definition of gifted/talented consultant and classroom teacher roles, lack of data on effectiveness of alternative program models, implementation in small rural areas, and funding. Findings indicated gifted program funding had quadrupled and the number of programs had doubled in the past 2 years, and where gifted students were served effectively, it was due to an innovative and creative teacher/program facilitator who was devoted to the educational process for all students. Conclusions revealed that if teachers and administrators are the key to successful programs for gifted students, teacher training programs must initiate change at all levels for all schools, teachers, and students. Questionnaire results are included. (NEC)

ED 213 539 RC 013 194

Conferences on Rural Education: School Capacity

for Problem Solving. Summaries.

National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Note—30p.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Community Involvement, *Educational Change, Educational Improvement, Educational Strategies, Elementary Secondary Education, Leadership, Local Issues, *Problem Solving, *Rural Areas, *Rural Education, Rural Schools, School Community Relationship

Three Rural Education Conferences sponsored during 1977 by the National Institute of Education proposed to find ways to strengthen the capacity of people at the local level to identify and solve their own education problems. The first conference

focused on the nature of rural communities and the political, social, economic, and geographic variables which impact upon schools. Participants agreed that identification of problems and efforts to solve them should be initiated by those involved in and affected by the local education program, not by outside experts. The second conference explored the participants' experiences with a variety of programs designed to improve education in rural settings. Capacity building strategies derived from experiences related in the conference included: collaborative problem solving; community organization; regional information exchange and referral service; inter-agency coordination; associations of users; networking; and leadership development. School administrators and education decision makers added perspectives on rural school improvement in the third conference, identified critical elements that should be part of any strategy (community involvement, leadership development, and networking), and asserted that because rural settings are so varied, it may be more difficult to generalize across rural settings than across urban ones. Lists of participants in each conference are included. (NEC)

ED 213 540 RC 013 196

Hunsaker, Alan, Ed.

Tiempos Pasados (Past Times). Grass-Roots Oral

History.

Aztlán Community Services, Inc., Ontario, CA.

Pub Date—Aug 79

Note—41p.; First Edition.

Available from—Aztlán Community Services, Inc., 718 E. Maitland St., Ontario, CA 91761 (1-5 copies, \$5.00 ea., 5-9 copies, \$4.00 ea., 10 or more, \$3.00 ea.).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Acculturation, Behavioral Objectives, Cultural Background, *Cultural Education, Elementary Education, Immigrants, *Interviews, *Learning Activities, *Local History, Mexican American History, *Mexican Americans, North American History, *Oral History

Identifiers—*California (San Bernardino County),

Chicanos

Compiled with learning objectives, suggested lesson plans, learning center activities, and selected teacher and student bibliographies for use at the elementary level, transcripts of oral history interviews with 11 Mexican Americans in San Bernardino County's West End provide understanding of the mass movement of Mexicans to the United States in the early twentieth century. The oral histories describe: the efforts of a Chicano ranch foreman to locate and hire unemployed Chicanos during the 1930's; four personal views of the Mexican Revolution and the resulting immigration to the United States; a Salinas Valley strawberry farmer; work in the Civilian Conservation Corps in 1935; recollections of barrio warfare during the 1930's, 1940's, and 1950's; accomplishments of a Chicana educator; and the struggle of a young Chicano now working on a Ph.D. in international relations. Learning objectives include verbally outlining the struggles of a Mexican immigrant in the early 1900's; defining prejudices and discrimination; and demonstrating the use of oral history methods. Suggested activities include: map, diorama, and flag making projects; reading and discussion; developing family oral histories; and mural and puppet construction. (NEC)

ED 213 541 RC 013 197

Helge, Doris

Increasing Preservice Curriculum Accountability to Rural Handicapped Populations.

Pub Date—Nov 81

Note—27p.; Paper copy not available due to author's preference.

Pub Type—Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Core Curriculum, *Curriculum Design, *Delivery Systems, Disabilities, *Educational Needs, Educational Philosophy, Higher Education, *Preservice Teacher Education, Relevance (Education), Rural Areas, *Rural Education, Rural Schools, Rural Urban Differences, Special Education, *Special Education Teachers, Teacher Education Curriculum

Addressing acute problems in delivery of services to rural handicapped students, the document emphasizes the need for relevant preservice training for special education teachers who will work in rural areas. A list of specific elements for inclusion in a

rural-focused curriculum philosophy includes: training students possessing appropriate skills to work with rural handicapped; providing relevant materials across handicapping categories and professional roles; cost-effective use of existing training facilities and resources; a data-based curriculum content; training about local community culture and value systems; preparation for a variety of leadership, service, and support roles; and provision for practice, internships, and job placements. Based on research in over 100 rural districts and cooperatives, input from surveys of university and field personnel, and comprehensive literature reviews, an outline recommends a competency-based teacher training curriculum focusing on: the rural special education context; differences in serving rural vs. urban handicapped students; state of the art of rural special education; effective service delivery systems; alternate (local) resources; working with parents; facilitating interagency and interschool cooperativeness; personal coping skills and professional development; consulting with educators and rural peer professionals; and generic skills. (NEC)

ED 213 542

RC 013 199

Ingram, D. E.

Methodology.

Australian Dept. of Immigration and Ethnic Affairs, Canberra.

Pub Date—79

Note—44p.; Taken from the Teacher's Manual of the On-Arrival Section of the Adult Migrant Education Program of the Australian Dept. of Immigration and Ethnic Affairs.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Education, Bibliographies, *Bilingual Education, Educational Methods, *English (Second Language), Foreign Countries, *Migrant Adult Education, *Second Language Instruction, Second Language Learning, *Teaching Methods

Identifiers—*Australia

A chapter from the Teacher's Manual of the Adult Migrant Education Program of the Australian Department of Immigration and Ethnic Affairs, the document presents a second-language teaching methodology which focuses on the learner, language use, and social interaction, and responds to the learner's felt needs, thus helping newly-arrived migrants make contact with other Australians and learn to live in Australian society. Section I provides the basis for the methodology; discussing the nature of language, the learner, and society. Section II outlines the methodological basis on which teachers can develop and evaluate their own techniques and includes: developing an integrated program; focusing on use, communication, and the learner; contextualizing the language; providing diverse experiences; practising "mobilizing" the language; individualizing instruction; and using the language laboratory. Section III describes the course components: community involvement, syntax, vocabulary, function, discourse and cohesion, the sound system and paralinguistics, registers, the four macroskills (listening, speaking, reading, writing), culture teaching, and attitudinal development. Section IV includes a summary, references, a list of journals, and a classified reading list on Australian English, language variation, English grammars, applied linguistics, language learning, motivation, language and culture, general methodology, individualization, course design, and language testing. (NEC)

ED 213 543

RC 013 200

Torre, Leonor Pla, Myrna

Eventos de Febrero (February Events).

Connecticut State Migratory Children's Program, New Haven.

Spons Agency—Hamden-New Haven Cooperative Education Center, Conn.

Pub Date—Feb 82

Note—70p.; For related documents, see ED 207 783-784.

Available from—Ethnic/Arts Migrant Project, Hamden-New Haven Cooperative Education Center, 1450 Whitney Ave., Hamden, CT 06517-2497.

Language—Spanish

Pub Type—Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Black History, Blacks, *Cultural Activities, Cultural Background, Elementary Education, Hispanic Americans, Instructional Materials, *Leaders, Learning Activities, *Mi-

grant Education, *Puerto Ricans, Spanish Speaking

Identifiers—*Holidays, Valentines Day

Designed as a resource for teachers, the booklet contains brief information on eight events celebrated by Puerto Ricans in the month of February: La Candelaria; Abraham Lincoln; Black History; Valentine's Day; Julia de Burgos; Luis Munoz Marin; George Washington; and the Carnaval. Written in Spanish, the booklet discusses the origin and ways of celebrating "Las Candelarias" and provides directions for the children's game "Hay Candelaria." A short biographical sketch of Abraham Lincoln is provided, along with the Gettysburg Address in Spanish and English. Along with various suggested activities are short biographical sketches of Jackie Robinson, athlete; Thurgood Marshall, Supreme Court judge; George Washington Carver, scientist; Harriet Tubman, "the Moses of her people"; Marian Anderson, concert artist; Frederick Douglass, abolitionist and orator; Rafael Cordero, founder of a free school for all students; Jose Celso Barbosa, founder of the Partido Republicano Puertorriqueno; Ernesto Ramos Antonini, politician; Julia de Burgos, poet; Luis Munoz Marin, founder of Puerto Rico's Partido Popular Democratico; and George Washington. The next section includes a discussion of the origin, beliefs, and customs of Valentine's Day; three sketches for making Valentine cards; three poems; and a rhyming activity. A description of the Carnaval concludes the booklet. (NQA)

ED 213 544

RC 013 201

Chu, Lily Culbertson, Jeanne

Rural Alaskan High School Boys' and Girls' Attitudes toward Education.

Pub Date—19 Mar 82

Note—16p.; Paper presented at the Annual Conference of the American Educational Research Association (New York, NY, March 19, 1982).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Aspiration, *Alaska Natives, American Indians, Comparative Analysis, Cultural Influences, Educational Attainment, Educational Attitudes, Ethnic Groups, Expectation, Females, High Schools, *High School Students, Males, *Rural Youth, Sex Differences, *Socioeconomic Influences, *Student Attitudes, Student Educational Objectives, Student Motivation, Whites

Identifiers—*Alaska

Questionnaires were administered to 73 sophomore and senior high school students in 3 isolated rural Alaska towns (Adak, Unalaska, and Dillingham) to study the effects of socio-economic factors on rural Alaskan youth's educational aspirations and expectations. Because of a military-supported economy, Adak was a typical middle class American suburb. Its high school program was primarily academic, between 50-60% of its graduates attended college, and the high school dropout rate was only 1-5%. Fishing and seafood processing were the major sources of income in Unalaska and Dillingham. About half of Unalaska's population were Alaskan Natives. The Unalaska-Dillingham dropout rate was high, and chances for education beyond high school were almost nonexistent. Study results indicated that emphasis on academic preparation and further educational opportunities provided higher educational expectations for Adak youth, whereas lack of incentives for additional schooling severely limited the Unalaska-Dillingham youths' expectations. Those who were not ethnic minorities responded like those from Adak with medium levels of aspiration and expectation, whereas Alaskan Natives responded like those from Dillingham-Unalaska with low levels of aspiration and expectation. Alaskan Natives showed a much lower educational expectation and aspiration than any other ethnic group ever reported. No sex differences were found. (CM)

ED 213 545

RC 013 204

Aptekar, Lewis

Mexican-American High School Students' Perception of School.

Pub Date—Feb 82

Note—35p.; Paper copy not available due to author's preference.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Cultural Influences, Decision Making, *Educational Attitudes, Educational Policy, High Schools, *High School Students, Hispanic

American Culture, Mexican American Education, *Mexican Americans, School Districts, Sex Differences, Small Schools, Socioeconomic Influences, *Student Attitudes, Student Characteristics, Student Participation, *Student School Relationship, *Student Teacher Relationship

Identifiers—*Texas (West)

A questionnaire with 120 variables was given to 105 high school juniors and seniors in Anthony and Canutillo, Texas, small school districts in which the majority of students are Mexican Americans, to study the perceptions of the schooling experience of this regional culture. Questions covered policy awareness; perception of school, teachers, and administrators; perception of their own teachers' education; school involvement; and general issues. Students' answers indicated that Anthony students saw their teachers and administrators in a more favorable light and felt more involved in school policy decision-making than Canutillo students. The study concluded that students were moved more by their psychological experiences with school officials than by the sociological factors (race, ethnicity, and social class) they brought to school with them. This was demonstrated on almost all figures. Other than size, students in both schools had nearly a sociological match of backgrounds. The study also concluded that students were more likely to become involved in their education if they felt they were involved with decision-making processes. Girls, more than boys, saw school in a positive light. Students with part-time jobs showed a more realistic and mature appraisal of their school. Additionally, students from both schools felt that school was not preparing them for either college or career. (CM)

ED 213 546

RC 013 205

Tests Appropriate for Use with American Indians.

Educational Testing Service, Princeton, N.J. Test Collection.

Pub Date—Oct 77

Note—9p.; Not available in paper copy due to publisher's preference.

Available from—Test Collection, Educational Testing Service, Princeton, NJ 08541 (\$3.00, bibliography updated periodically).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*American Indian Education, American Indian Languages, American Indians, *Aptitude Tests, Diagnostic Tests, *Educational Diagnosis, *Educational Testing, Elementary Secondary Education, *Language Tests, Nonverbal Tests, Preschool Education, Preschool Tests, *Standardized Tests, Tribes

Identifiers—Miccosukee (Language)

The annotated bibliography describes 13 standardized tests appropriate for use with American Indians from preschool through high school levels, furnishing authors, copyright date, appropriate age level, physical format (microfiche), and publisher. A separate listing provides names, addresses, and telephone numbers of 33 major U.S. publishers of standardized tests. Tests included are: (1) Assessment by Behavior Rating (to indicate developmental ages of 2-4 year olds); (2) Cross-Cultural Attitude Inventory (to assess grade 1-6 attitudes toward Miccosukee cultural traits); (3) Developmental Screening Questionnaire for Preschool Children (for Head Start Programs on Arizona Indian reservations); (4) Gilliland Learning Potential Examination (for ages 6-15 and/or older students in remedial reading programs); (5) Hd Km Non-Verbal Test (Classification and analogies for grades 7-9); (6) Harris Articulation Test (for preschool Indian children); (7) Miccosukee Culture and Heritage Instruments (grades K-6); (8) Miccosukee Literacy Instrument: Level One (grade 1-3 language skills); (9) Miccosukee Literacy Instrument: Level Two (grade 4-6 language skills); (10) Navajo-English Language Dominance Interview (age 6); (11) Primary Self-Concept Inventory (for preschool-grade 6, requiring no reading ability and administrable in any language); (12) Readiness Instrument in Miccosukee (for native speakers); and (13) Walker Readiness Test for Disadvantaged Preschool Children in the United States. (NEC)

ED 213 547 RC 013 206

Tests of English as a Second Language.
Educational Testing Service, Princeton, N.J. Test Collection.

Pub Date—Feb 77

Note—14p.; Paper copy not available due to publisher preference.

Available from—Test Collection, Educational Testing Service, Princeton, NJ 08541 (\$3.00, bibliography updated periodically).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Achievement Tests, Aptitude Tests, Bilingual Education, Bilingualism, Diagnostic Tests, *English (Second Language), *Language Tests, Publishing Industry, Screening Tests, Second Language Learning, Spanish, Standardized Tests

Arranged alphabetically by title, the bibliography lists 49 tests, designed for use with students ranging from preschoolers to adults, that are measures of proficiency in English as a second language. Each citation provides title, author, copyright date, age level suitability, publisher, and a brief annotation describing the purpose of the test. Dates of tests range from 1940 to 1975, with the majority being dated from 1965 to 1975. The bibliography includes tests to measure: language dominance; oral proficiency in English and/or Spanish; English oral comprehension; Navajo-English language dominance; knowledge of the structure of English in context; aural comprehension in English, Spanish, French, and Portuguese; sound perception difficulties of Japanese speakers learning English; oral and written English grammar skills; and English vocabulary development. The document contains addresses of the 22 publishers of the cited tests and an additional listing of 33 major U.S. publishers of standardized tests, their addresses, and telephone numbers. (NEC)

ED 213 548 RC 013 207

Tarreau, Alison T.

The Grassroots Connections: Strategies for Increasing Synergy Between Schools and Agencies.

Washington Univ., St. Louis, MO. Region VII Child Welfare Training Center.

Pub Date—Dec 81

Note—23p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Agency Cooperation, Agency Role, *Ancillary School Services, Case Studies, Child Welfare, College Libraries, *College Role, Elementary Secondary Education, Higher Education, Information Centers, Resource Centers, *Rural Schools, School Districts, School Role, *Social Services, Social Workers, *Staff Development

Identifiers—Kansas, *Synergy

Presented by the Region VII Child Welfare Training Center, this collection of four papers examines aspects of interaction between schools and social agencies which could be exploited more fully to the benefit of both organizations. The first paper, a presentation from the Sixth Rural Institute of Social Work in Rural Areas entitled "Synergistic Modeling: Methods of Cooperation among Rural Schools and Agencies," presents general suggestions and gives a case study of the methods employed in Region II. The second paper, "Developing Access for Agencies to Information in University Learning Resource Collections/Libraries," discusses the advantages and disadvantages of developing access to university learning resource collections/libraries and makes specific suggestions for developing methods of expanding access. The third and fourth selections were developed for presentation at the annual retreat of the Kansas Council on Social Work Education. The third, "Ideas About How the Kansas Universities and Colleges Can Support SRS (Social and Rehabilitation Services) in Meeting Its Staff Training Needs," has implications beyond the boundaries of Kansas despite its specific state focus. The fourth selection is a checklist of methods which enable schools and agencies to work cooperatively. (CM)

ED 213 549 RC 013 210

Minugh, Carol

Continuing a College Education: A Guide for the American Indian Student.

ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Mar 82

Note—35p.; For related documents, see RC 013 211-212

Available from—ERIC/CRESS, Box 3AP, NMSU, Las Cruces, NM 88003 (1-19 copies, \$4.50 ea., \$10.00/set of 3, 10% discount on 20 or more).

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adjustment (to Environment), American Indian Education, *American Indians, *College Transfer Students, Higher Education, *Student College Relationship, *Student Needs, Student Placement, *Student Responsibility, Transfer Policy, Transfer Students

The first in a 3-part series developed to assist the American Indian student in transferring successfully from a 2-year community college to a 4-year college or university, this handbook consists of 4 sections which answer the following questions: How do I prepare to transfer to a 4-year college or university? What must I do after the college/university has officially accepted me? How do I choose my courses and instructors? What can I do to insure success? Section I identifies sources of information (college advisors, professionals in the chosen field of study, school directories, tribal education offices), factors affecting the choice of institution (success of other Indians at the school, acceptance of transfer credits, presence of Indian faculty and courses, distance from home), and steps necessary prior to transferring. Section II provides suggestions for budgeting, housing, transportation, food, clothing and household necessities, and additional income after the college/university has accepted the transfer student. Section III recommends working closely with an advisor to plan a course of study to meet all graduation requirements. Section IV outlines elements important to college success: study habits, use of libraries, planning social life, and taking care of mind and body. (NEC)

ED 213 550 RC 013 211

Minugh, Carol

Continuing a College Education: A Guide for the Family of the American Indian Student.

ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Mar 82

Note—22p.; For related documents, see RC 013 210 and RC 013 212

Available from—ERIC/CRESS, Box 3AP, NMSU, Las Cruces, NM 88003 (1-19 copies, \$4.50 ea., \$10.00/set of 3, 10% discount on 20 or more).

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adjustment (to Environment), *American Indian Education, *American Indians, *College Transfer Students, Culture Conflict, *Family Involvement, Higher Education, Parent Attitudes, *Parent Participation, Parent Role, Parent School Relationship, *Parent Student Relationship

The second of a 3-part series to assist American Indian students to transfer successfully from 2-year community colleges to 4-year colleges or universities, this handbook is designed to help parents understand what their son or daughter is experiencing at college and to provide specific suggestions for parents and family to help the student be successful. Section I, understanding the college/university student, discusses homesickness, participation in school activities, demands on students' time and money, and conflicts over leaving family responsibilities. Section II, understanding college/university requirements, emphasizes the importance of complying with school deadlines (attending classes, writing papers, taking tests), maintaining grades; establishing healthful eating, exercise, and social habits; and becoming financially responsible. Section III suggests that parents can help students be successful by recognizing that the decision to attend college is honorable; having special family and/or

tribal celebrations to show pride in the student's accomplishments; maintaining regular contact through letters, telephone calls, and visits; and encouraging and supporting the student's own decisions. Section IV explores dimensions of the future for successful students, including employment both in and outside the Indian community, the honor brought to the family through the successful graduate, and the challenge to provide an example to Indian youth. (NEC)

ED 213 551 RC 013 212

Minugh, Carol

Continuing a College Education: A Guide for Counseling the American Indian Student.

ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Mar 82

Note—25p.; For related documents, see RC 013 210-211.

Available from—ERIC/CRESS, Box 3AP, NMSU, Las Cruces, NM 88003 (1-19 copies, \$4.50 ea., \$10.00/set of 3, 10% discount on 20 or more).

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adjustment (to Environment), American Indian Education, *American Indians, *College Transfer Students, *Counseling Services, Counselor Attitudes, Counselor Client Relationship, *Counselor Role, *Educational Counseling, Helping Relationship, Higher Education, Student Characteristics, *Student Needs

The last of a 3-part series, this handbook is designed to assist counselors in helping the American Indian student transfer successfully from a 2-year community college to a 4-year college or university. Section I characterizes the American Indian transfer student as being older than the average transfer student, likely to have a spouse and family, likely to be leaving a home community or reservation for the first time, and having conflicts about his relationship as an Indian in the majority culture. Section II describes assistance the counselor can provide in the areas of admissions, financial aid, budgeting, housing, and career counseling. Section III emphasizes the importance of the attitudes of the counselor toward the transfer student, the powerful influence for success the counselor can have on the student, and the need to be straightforward and honest in communicating with the student. Section IV suggests ways the counselor can help the student handle discrimination. Section V recommends that counselors of Indian students be involved with the school's Indian Club or other organizations for Indian students on campus. The handbook also contains an annotated list of 8 documents, all available in microfiche and/or paper copy through the ERIC system, which counselors may find useful. (NEC)

ED 213 552 RC 013 213

Status of Thai Women in Two Rural Areas. Survey Report.

National Council of Women of Thailand.

Spons Agency—Agency for International Development (IDCA), Washington, D.C. Office of Women in Development.

Pub Date—14 Sep 77

Note—178p.; Photographs may not reproduce well.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Credit (Finance), Developing Nations, *Economic Opportunities, Employed Women, Farmers, Females, Foreign Countries, Futures (of Society), Government Role, *Money Management, *Needs Assessment, Nonformal Education, *Rural Development, Salary Wage Differentials, *Women's Education

Identifiers—*Rural Women, *Thailand

Chachoengsao Province and Lampang Province were selected in 1976 as sites for an "action survey" to identify appropriate program areas for rural women so that governmental and voluntary agencies could be assisted in planning. During December 1994 families and 1,272 women (ranging from 15-70 years old) were surveyed. Interviews were conducted by 30 teachers and community development workers from the two provinces. Findings involved rural Thai women in particular and the rural Thai situation in general. The illiteracy rate was highest among women, but the situation was improving. The first priority of the rural Thai women surveyed was her family. Since women control the money,

functional non-formal education programs should be established to train women to increase their earning capacity or decrease their family expenses, with careful attention being given to providing the kinds of training women want. It would be appropriate to train or advise women in money management, family budgeting, and the implications of borrowing money and high-interest credit. Villagers need to know how to access government services, and agencies need to be concerned with Thailand's future farmer supply as well as support for small farmers and seeking a solution to the water storage problem. (BRR)

ED 213 553 RC 013 214

Abeille, Barbara

A Study of Female Life in Mauritania.

Spons Agency—Agency for International Development (IDCA), Washington, D.C. Office of Women in Development.

Pub Date—Jul 79

Note—71p; For a related document, see RC 013 215.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Change, *Decision Making, Developing Nations, Economic Development, *Educational Attitudes, Employed Women, Ethnic Groups, *Females, Foreign Countries, Futures (of Society), Marriage, Mothers, *Occupations, Parent Responsibility, Religious Education, Rural Environment, Rural to Urban Migration, *Self Concept, Sex Role, Social Class, Social Status, Tribes

Identifiers—Drought, *Life Cycles, *Mauritania
A 3-month pilot study conducted from April-June 1979 with 16 major informants provides information for constructing a preliminary model of female life in Mauritania. An introduction gives definitions for terms used differently in Mauritania (tribe, ethnic group, and class) and discusses examples of each. The study (based mainly on repeated interviews plus some group discussions) examines all aspects of female life in Mauritania, including life cycle, occupations, economic roles and decision-making powers of women, attitudes and values towards themselves and their families, and the role they play in Mauritanian society. Information from 16 women (9 Bidans, 2 Toucouleur, 1 Bidan/Toucouleur, 3 Haratin) reveals a pattern of rural background, entry into the urban labor force as artisans or market sellers, little formal education (except Koranic), emerging but limited decision-making powers, and a desire for daughters and granddaughters to have a better way of life through education. The study suggests that economic changes brought about by prolonged drought are bringing social change, such as a decrease in forced feeding ("gavage"). The study points out that while Mauritanian women are considered among the most independent of traditional Muslim women, they still face problems associated with high divorce rate, polygamy, and lack of decision-making power at governmental levels. (BRR)

ED 213 554 RC 013 215

Smale, Melinda

Women in Mauritania: The Effects of Drought and Migration on Their Economic Status and Implications for Development Programs.

Spons Agency—Agency for International Development (IDCA), Washington, D.C. Office of Women in Development.

Pub Date—31 Oct 80

Contract—PASA-AG/MAU-300-1-80

Note—201p; For a related document, see RC 013 214.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Caste, Change, Decision Making, Developing Nations, Developmental Programs, Economic Development, *Economic Status, Ethnic Groups, *Females, Foreign Countries, *Futures (of Society), Income, Labor Force, *Migration, Occupations, Role Perception, Rural Environment, Rural to Urban Migration, *Sex Role, Social Class, Social Status, Tribes

Identifiers—Drought, *Mauritania
In order to indicate potential income-generating programs for women, 67 women in the river region and selected sites in the Asaba and the Guidimakha were interviewed in 1980 to illuminate effects of the 1970s-80s drought and male migration on Mauritanian women. Hypotheses were based on the drought causing unprecedented disruption to Mauritanian society, women (through male migra-

tion) either being abandoned or de-facto heads of households, and the desire of Mauritanian women (whose problems could be presented under one common rubric) for income-generating activities. The focus on income generation and current measures of women's status met obstacles in cultural definitions of work, wealth, and other economic indices. Ultimately the fundamental unit of analysis chosen was the household production unit (galle) and camp. Neither drought nor migration is new to Mauritanian society, and each production system has adapted, after its own fashion, to migration. While cultural and social customs inhibit Mauritanian women from advancing rapidly as income producers, a new household division of labor is forming, although women's control over the products of their labor is evolving more slowly. Findings are region-specific and should not be generalized to the whole population; interviews reported at the end of the document went through two stages of translation and should not always be accepted literally. (BRR)

ED 213 555 RC 013 217

Torres, Myriam Arce, Carlos H.

Archiving and Disseminating Quantitative Social Research Data on Chicanos.

Pub Date—Sep 81

Note—32p; Revised version of paper presented at the National Symposium on Chicano Academic Library and Information Service, American Library Association Annual Meetings (San Francisco, CA, June 1981).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Archives, Databases, *Data Collection, *Information Dissemination, *Information Networks, Information Sources, Information Storage, Interdisciplinary Approach, Mexican Americans, *Social Science Research, Spanish Speaking

Identifiers—*Chicanos, National Chicano Research Network, *Quantitative Data

An initial but comprehensive attempt to formally discuss the archiving of Chicano social science data archiving, reveals the range and quality of archival datasets on Chicanos with a proposed taxonomic scheme for archiving them, and addresses technical and procedural issues and the strategies being adopted to establish a Chicano data archive within the National Chicano Research Network based at the Institute for Social Research of The University of Michigan. Reasons for the usefulness of a Chicano social research data archive are reviewed: economy of financial and human resources, accessibility-availability, improvement of quality of data and materials, secondary data analysis, replication, aggregation of data, and training. Four important types of Chicano surveys are identified: localized surveys using probability sampling, wide area surveys using non-probability sampling (case studies), wide area surveys using probability sampling within purposively selected primary sites (special areas), and regional or national surveys using probability selection in all stages. Three major policy issues for an archive are considered: what to archive, defining users and contact with them, costs and funding strategies. Technical procedures are reviewed: documenting, testing, cleaning, and classifying the datasets. (NEC)

ED 213 556 RC 013 218

Gibson, Duane, Ed.

A Citizen's Guide to Community Development.

National Univ. Extension Association, Washington, D.C.

Report No.—ISBN-0-87866-164-6

Pub Date—80

Note—50p; A Peterson's Guides Publication for the N.U.E.A.

Available from—Book Order Department, Peterson's Guides, P.O. Box 2123, Princeton, NJ 08540 (\$3.75 + \$1.25 postage/handling charges).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Change Strategies, *Citizen Participation, *Community Action, Community Change, *Community Development, Community Planning, *Community Resources, Evaluation Methods, Financial Support, Local Issues, Needs Assessment, Program Evaluation, *Quality of Life, Rural Development

The systematic, practical ideas presented for improving the quality of life in a community are based on the belief that people, working together, some-

times with and through local government and sometimes through the vigorous efforts of voluntary organizations and associations, can help their communities increasingly become the kinds of places that approach the ideals they set for communities. The recommended process of community development begins with a community needs assessment, proceeds to an examination of potential local and nonlocal sources of support, plans for carrying the actions to completion, and, finally, considers when, why, and how to evaluate the entire activity. The needs assessment phase involves getting ready, conducting a survey, examining and reporting the results, and deciding what action to take among the alternatives discovered. Inventorying and recruiting resources should begin locally, use the expertise of consultants as necessary, and explore applicable state, regional, national, and international sources. Implementation requires avoiding people and communication problems, keeping the activity going, maximizing the action plan, and "fighting fires." Successful evaluation (whether formative or summative) depends more upon clear, accurate, common-sense thinking than upon highly sophisticated techniques, although there is a place for advanced evaluative research methods and analysis. (NEC)

ED 213 557 RC 013 220

Goodluck, Charlotte Brown, Mary Ellen

Decision Making regarding American Indian Children and Foster Care.

Pub Date—[79]

Note—17p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adoption, *American Indians, *Child Welfare, Community Resources, Cultural Background, *Decision Making, Family Role, *Foster Children, Foster Homes, *Needs Assessment, *Placement, Social Services

Agencies and individuals making decisions and recommendations for American Indian children in foster care should have a structured approach to the assessment, decision making, and replacement of these children. The underlying goal for all decisions should be to arrange a permanent home where the child can develop tribal identity. Placement decisions must be based on the assessment of the child, parents, extended family, tribe, emotional attachments between each person involved, and the benefits of returning a child to his/her tribe. After completion of the needed assessments, placement options should be identified: return child to parents; leave child with foster parents; adoption by extended family, tribal member, Indian parents of different tribe, or foster parent; or place child with foster parents of another tribe. The role of the judge, social service worker, child, family, and community needs to be clear. When implementing a decision the following should be considered: preparation of the child and family for the child's move, mechanics of placement (e.g., the child's sense of time, nature of visits), stages of adjustment, and various post-placement resources and services. After implementation of a decision, the placement must be monitored so that services can be offered if problems develop. (NQA)

ED 213 558 RC 013 222

Ronan, M.

Evaluation of the Forest Valley Outdoor Education Centre regarding Elementary Teacher Development and Attitude Change. Section I: Summary of Results. Research Report.

North York Board of Education, Willowdale (Ontario).

Pub Date—Jul 77

Note—20p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Attitudes, *Attitude Change, *Educational Change, Educational Resources, Elementary Education, *Faculty Development, Foreign Countries, *Outdoor Education, *Principals, *Teacher Attitudes, Teaching Methods

Identifiers—Canada, *Forest Valley Outdoor Education Centre ON

In late February 1977, questionnaires were sent to all special education, kindergarten, third, and fifth grade teachers who visited Forest Valley Outdoor Education Centre during early October 1977, late November 1976, and early February 1977 and to their principals to obtain information concerning their perceptions of the degree to which the outdoor experience at the Centre effected alterations in the

regular classroom program. Of the 176 teacher and 94 principal questionnaires sent, 103 were returned by teachers and 74 were returned by principals. Among the information obtained was: teachers' introduction to outdoor education, objectives of visit, problems planning/administering a visit, value of visits, and benefits from a visit. One-fourth of the teachers felt their visits to the Centre had caused them to change their teaching methods, especially in their science program; most teachers (83%) felt they made their classroom programs more relevant by visiting Forest Valley; two-thirds of the teachers felt more confident in their ability to teach outdoors; most principals (68%) observed a change in the science program; and 90% of the principals felt Forest Valley was important to very important in fulfilling their school's goals, especially student development, including physical, social, attitudinal, skill, and language development. (NQA)

ED 213 559 RC 013 223

Anderson, Owanah P., Comp. Verble, Sedella D., Comp.

Resource Guide of American Indian and Alaska Native Women, 1980.

National Women's Program Development, Inc., Wichita Falls, TX.

Spons Agency—Women's Educational Equity Act Program (ED), Washington, D.C.

Pub Date—81

Note—257p; Paper copy not available due to publisher's preference.

Pub Type—Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Advocacy, *Alaska Natives, American Indian Education, *American Indians, Art, Authors, Consultants, Economic Development, Employment, *Females, Health Services, *Human Resources, Human Services, Information Sources, Legal Responsibility, Public Speaking, Tribal Sovereignty, Tribes

A resource listing of 678 prominent American Indian and Alaska Native women representing 159 tribes throughout the United States provides the following information: name, address, date and place of birth, tribal membership, field of interest, current occupation, Indian activities, women's advocacy, educational background and professional interest. The following are the majority of professional and advocacy skills the women possess: administration (federal, tribal and urban), cultural advocacy and arts (arts and humanities, traditional arts and crafts), economic development (program planning/management), education (adult/vocational, bilingual, curriculum development, early childhood, educational equity, higher education, Native American studies, teacher training, tribal education), employment (affirmative action/EEO, women's employment advocacy), health (administration, alcohol/drug abuse, Indian health advocacy), legal advocacy (legislative change/testify/lobby, treaty rights/legal advocacy/sovereignty, tribal council membership), media and communications, social and human services (child advocacy, domestic violence, Indian Child Welfare Act), skills for change (commission on status of women, conference/workshop speakers, published authors). Also included are indexes by tribe, state, and resource skills. (ERB)

ED 213 560 RC 013 224

Grebner, Marythea Mahaney Bud, Ed.

Business Management Training for Rural Women.

Southern Oregon State Coll., Ashland.

Spons Agency—Women's Educational Equity Act Program (ED), Washington, D.C.

Pub Date—81

Note—168p; Paper copy not available due to publisher's preference.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Budgeting, Continuing Education, *Credit (Finance), Estate Planning, Federal Regulation, Females, Laws, *Management Development, Personnel, Planning, *Recordkeeping, *Taxes, Workshops

Identifiers—*Property Management, *Rural Women, Small Businesses

The handbook is comprised of eight chapters and nine appendices which provide business management training and resource listings for rural women. Chapters cover aspects of financial planning, credit, recordkeeping, business regulations, personnel, fed-

eral taxes, estate planning, and property management. Appendices include a will planning checklist, forms of business organization, a tax calendar/-checklist, area IRS numbers, Equal Credit Opportunity Act-federal enforcement agencies, resources for information on women's rights and responsibilities, federal consumer offices, and general resources. The last appendix provides suggested formats for holding workshops to instruct rural women in business management training. (BRR)

ED 213 561 RC 013 226

May, Philip A.

Report on Outreach Efforts and Analysis of Approach: A Pilot Project on Fetal Alcohol Syndrome for American Indians.

All Indian Pueblo Council, Albuquerque, N. Mex.

Spons Agency—Indian Health Service (PHS/HSA), Rockville, MD.

Pub Date—16 Oct 81

Contract—HSA-240-81-0002

Note—21p; For related documents, see RC 013 227-228.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Alcoholism, *American Indians, *Children, *Clinical Diagnosis, Community Health Services, Community Involvement, Delivery Systems, Handicap Identification, Medical Services, Mothers, *Outreach Programs, *Prevention, Skill Development, Staff Development, *Training, Tribes, Volunteer Training

Identifiers—*Fetal Alcohol Syndrome, United States (Southwest)

The Fetal Alcohol Syndrome Project of the Indian Health Service was designed to identify existing cases of Fetal Alcohol Syndrome among the American Indian tribes (Navajo, Apache, Ute and 19 Pueblo Tribes) in the Southwest, establish a referral system to identify these children for treatment, estimate the prevalence of the problem, and work towards prevention of future cases. The project began in January 1980 by training clinicians, outreach workers, and community persons to recognize Fetal Alcohol Syndrome and milder alcohol damage for accurate referral, and to counsel and advise clients for the prevention of Fetal Alcohol Syndrome. In March, 1980, the clinical aspect of the project began and was established in communities where Fetal Alcohol Syndrome children existed. From the inception of the project to October 15, 1981, a total of 208 training sessions were held, 9,556 people were trained, 20 clinics were held in 15 locations and an average of 9.8 children were seen per day. A breakdown of diagnoses indicated that 50.2% of 205 children seen in clinics were Fetal Alcohol Syndrome, 15.6% were a milder degree of damage (Fetal Alcohol Effect), 6.8% were "suspicious" of pre-natal alcohol damage, and 47.4% were normal or had another type of birth defect. (ERB)

ED 213 562 RC 013 227

Bibliography on Fetal Alcohol Syndrome and Related Issues. Second Edition.

All Indian Pueblo Council, Albuquerque, N. Mex.

Spons Agency—Indian Health Service (PHS/HSA), Rockville, MD.

Pub Date—Jun 81

Note—28p; For related documents, see RC 013 226-228.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Alcoholism, American Indians, *Developmental Disabilities, Drug Use, Infant Behavior, *Infants, Medical Research, *Mothers, Neurological Impairments, Parent Influence, Perinatal Influences, Physical Development, *Physical Disabilities, Pregnancy, *Prenatal Influences, Prevention, Smoking

Identifiers—*Fetal Alcohol Syndrome

The bibliography on Fetal Alcohol Syndrome presents 312 unannotated journal articles for use by professionals working with American Indian people and is designed to serve as a vital source of knowledge on alcohol and child health. The bibliography is intended to list articles on Fetal Alcohol Syndrome and humans, and only highlight a minimal number on the effects of alcohol on experimental animals. The literature, from 1967 to 1980, includes topics such as the effects of alcohol on the fetus; alcoholism during pregnancy; smoking and drug addiction related to an infant's health; cases and history of Fetal Alcohol Syndrome; infants of alcoholic mothers; warning label views; prevention of Fetal Alcohol Syndrome; congenital malformations in

offspring of alcoholic mothers; clinical perspectives on the fetal alcohol syndrome; infants of drug addicted mothers; characteristics of the mental development of children of alcoholic mothers; effects of maternal alcohol, nicotine, and caffeine use during pregnancy on infant mental and motor development; psychologic handicaps in children with Fetal Alcohol Syndrome; and IQ in children of recovered alcoholic mothers. The bibliography also includes citations on experimental animals with Fetal Alcohol Syndrome. (ERB)

ED 213 563 RC 013 228

Fetal Alcohol Syndrome Resource Guide.

All Indian Pueblo Council, Albuquerque, N. Mex.

Spons Agency—Indian Health Service (PHS/HSA), Rockville, MD.

Pub Date—May 81

Note—9p; For related documents, see RC 013 226-227.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Alcoholism, American Indians, Developmental Disabilities, Drug Use, Infants, *Information Sources, *Mothers, Nonprint Media, Parent Influence, Pregnancy, *Prenatal Influences, *Prevention, *Resource Materials

Identifiers—*Fetal Alcohol Syndrome

The guide was developed to assist professionals working with American Indian people as a resource in obtaining printed and non-printed materials on Fetal Alcohol Syndrome. The resource guide is divided into the following sections: films (4), books (5), bibliographies (2), pamphlets (16), posters (5), slides (2), training curriculum (3), and projects (5). Each of the sections briefly describes the materials, including cost and availability. Some of the topics presented are: "Alcohol! Crisis for the Unborn"; "Human Studies"; "Alcoholism Problems in Women and Children"; "Alcohol and Pregnancy"; "When You Drink, Your Unborn Baby Does, Too!"; "Drugs and Pregnancy"; and "Fetal Alcohol Syndrome Characteristics." Also included are four other sources for information and materials on Fetal Alcohol Syndrome. (ERB)

ED 213 564 RC 013 232

Indian Child Welfare Act of 1978: Questions and Answers.

Administration for Native Americans (DHEW/OHDS), Washington, DC.

Pub Date—Jul 79

Note—38p.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adoption, *American Indians, *Child Advocacy, Children, Child Welfare, *Compliance (Legal), *Federal Legislation, Foster Homes, Nonreservation American Indians, Reservation American Indians, Social Services, State Agencies, *State Courts, Tribes

Identifiers—Chila, Custody, Foster Care, *Indian Child Welfare Act 1978, *Tribal Courts

The question and answer booklet highlights the provisions of the Indian Child Welfare Act of 1978 which was designed to protect the best interests of Indian children and to promote the stability and security of Indian tribes and families. The booklet attempts to answer 28 important questions concerning title I of the Act. Examples of questions answered are: what Indian children and their families are affected by child custody provisions; how does the law affect child welfare matters now before state courts; do the provisions of title I regarding child custody proceedings also apply to tribal courts; how may the states and Indian tribes facilitate transfer of jurisdiction regarding child care and custody matters; how are Indian children living off the reservation affected by the jurisdictional issues related to child custody proceedings; when may a state court order regarding foster care placement or termination of parental rights be invalidated; what happens when an Indian child must be removed from the home to prevent imminent danger of physical damage or harm? Attachments include a copy of the Indian Child Welfare Act of 1978, a list of Bureau of Indian Affairs area offices, and state agencies administering social services to Indian tribes and organizations. (ERB)

ED 213 565 RC 013 233

Griffin, William A., Jr.

How Instructors Demotivate the American Indian Community College Student. A Report of a Survey at Nebraska Indian Community College, Macy Campus, 1980-1981.

Pub Date—Mar 82

Note—8p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—American Indian Education, *American Indians, *College Students, *Community Colleges, Student Attitudes, Student Evaluation of Teacher Performance, *Student Motivation, *Student Teacher Relationship, Teacher Behavior, *Teacher Influence, Tribes, Two Year Colleges

Identifiers—*Demotivation, Frustration, Nebraska Indian Community College Macy

During the fall of 1980, 83 students at Nebraska Indian Community College (Macy Campus) completed a survey to identify the key behaviors of community college instructors that demotivate American Indian community college students. Students were given a questionnaire, developed by Dr. James O. Hammons (University of Arkansas), listing 32 items that Dr. Hammons had collected from students over the past 10 years; three blank spaces were provided for listing demotivators not already included. Students were instructed to include their elementary, secondary, and college instructional experiences. The top 10 items tabulated and recorded were: talking down to or ridiculing students; showing disinterest in students and their views and problems; asking for questions but never answering them; failing to return assignments or returning tests and other material weeks after the material was turned in; using concepts and classification categories which students had never heard of; playing favorites; grading unfairly; coming to class late or unprepared; and using the lecture method exclusively. As a result of the survey, a slide-tape program for use with new faculty was written and produced at the college during the spring and summer terms. (NQA)

ED 213 566 RC 013 244

Hart, E. Richards And Others

The Zunis: Experiences and Descriptions.

Pueblo of Zuni, N. Mex.; Utah Univ., Salt Lake City. American West Center.

Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Santa Fe, N. Mex. Research and Cultural Studies Development Section.

Pub Date—73

Note—27p.; Photographs on pages 12 and 13 may not reproduce well.

Pub Type—Historical Materials (060)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—American Indian Culture, *American Indians, *Cultural Background, Cultural Interrelationships, Culture Conflict, Economics, Food, Government (Administrative Body), *Land Settlement, Leaders, *Social History, *United States History

Identifiers—*American Indian History, *Zuni (Pueblo)

Designed to use in schools, the booklet provides brief information on Zuni prehistory and a chronology of events occurring between 1539 and 1973 (e.g., Francisco Vasquez Coronado's occupation of one of the six Zuni villages in 1540, Juan de Onate's visit to Hawikuh in 1598, the establishment of the first Catholic mission at Halona-wa, the war between the Zunis and the Hopis, the Treaty of Guadalupe Hidalgo in 1848, the beginning of the jewelry and blacksmithing trades by the Zuni, the opening of the first Bureau of Indian Affairs day school). Brief information is provided on the coming of the Spanish; the 1680 Pueblo Revolt to overthrow the Spanish and gain back control of the entire New Mexico area; the reconquest by the Spanish in 1692; the first Anglo Americans at Zuni; traders, anthropologists, rustlers and trespassers, and missionaries at Zuni; the Zuni trip to the East Coast; the Logan Case, an attempt by a group of white men, including Senator John A. Logan, to acquire Zuni land around Nutria Springs; the economy and technological advancements from 1900 to 1973; and the Zunis' system of government. Foods used by the Zunis in ancient times are listed. (NQA)

ED 213 567 RC 013 245

Thompson, James G. And Others

Social Disruption and Rapid Community Growth: An Explanation of the "Boom-Town" Hypotheses.

Pub Date—Aug 80

Note—29p.; Paper proposed for the Annual Meeting of the Rural Sociological Society (Ithaca, NY, August 1980).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Community Change, Community Size, *Hypothesis Testing, Psychological Studies, Research Methodology, Rural Areas, *Social Problems, *Stress Variables, *Urbanization

Identifiers—*Anomie Theory, *Boomtowns, Disruption, Energy Development

Recent case studies of social effects of rapid community growth associated with energy development in the western states have relied primarily on qualitative data with limited use of agency records, population surveys, and other secondary sources. While providing the first essential step in the orderly development of a scientific approach to research in this area, these studies are ripe with substantive suggestions of issues and topics needing precise conceptualization and careful analysis. The need for developing precise conceptual and analytic approaches is highlighted not only by demands of scientific methodology but by the highly controversial nature of the phenomenon to be investigated. Many studies have concluded that rapid population growth and economic increase ("boom-town" development) have resulted in dramatic increases in personal and social disorganization in the communities. While it is apparent that rapid changes in employment and population size are happening in communities where energy development is occurring, it is far from clear that these changes are producing a dislocation in operation of moral norms. One line of research to explaining changes associated with boom towns is indicated by the suggestion that previous community conditions and characteristics of the growth itself might influence these changes. (BRR)

ED 213 568 RC 013 246

Gonzalez, Ramon, Comp.

Migrant Parents' Rights and Responsibilities: A Handbook = Manual de los Derechos y las Responsabilidades de Padres Migrantes.

ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Mar 82

Contract—400-78-0023

Note—75p.

Available from—ERIC/CRESS, Box 3AP, NMSU, Las Cruces, NM 88003 (\$9.50 ea., 10% discount on quantities of 20 or more).

Language—English; Spanish

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Advisory Committees, *Confidentiality, Educational History, Educational Legislation, Federal Regulation, Glossaries, *Migrant Education, Parent Grievances, *Parent Responsibility, Parent Role, *Parent School Relationship, Student Records

Identifiers—Elementary Secondary Education Act Title I, Family Educational Rights and Privacy Act 1974, Migrant Student Record Transfer System, *Parent Advisory Councils, *Parent Rights

Written in English and Spanish, the handbook is intended to (1) provide useful information from numerous sources to school administrators, education program staff, and home-school liaison personnel; and (2) assist school staff in informing migrant parents about their rights and responsibilities, both as members of parent advisory councils (PACs) and as individuals, in their children's education. Topics include: the history of the Elementary and Secondary Education Act Title I, the Migrant Amendment, and the PACs; migrant education regulations pertaining to client identification and the Migrant Student Record Transfer System; the role of parents and the PACs in migrant education; how parents can demand their rights; parents' responsibility as members of the PAC; complaint procedures if the migrant education program is not providing adequate services; the parents' right to inspect their child's school records; the right of other individuals

to migrant children's records; records maintained by the school on migrant children; and parents' rights if the privacy of their children's records is violated. The handbook includes a question-and-answer section, three examples of written complaints, a glossary of terms commonly used in migrant education, a list of references used in the handbook, and a 6-item bibliography of other useful publications. (NQA)

ED 213 569 RC 013 252

Southern Rural Development Center Annual Progress Report, FY 1981.

Southern Rural Development Center, Mississippi State, Miss.

Report No.—SRDC-SP-44

Pub Date—Feb 82

Note—35p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Agriculture, Banking, Business Administration, Community Resources, Crime, Databases, *Decision Making, *Extension Education, Land Grant Universities, Land Use, *Linking Agents, Local Government, Models, *Networks, Regional Programs, *Research and Development Centers, Research Needs, *Rural Development, School Community Relationship, Technology

Identifiers—Circuit Riders, Puerto Rico, *Southern Rural Development Center MS, United States (South)

Since 1974 the Southern Rural Development Center (SRDC) has provided support staff for capacity building and innovative programming for the experiment stations and extension services of 28 land-grant universities in 13 southern states and Puerto Rico. The Center exists to provide the best possible information and assistance to extension and research staffs throughout the South as they respond to rural development needs in local communities. The report highlights Center activities for 1981 in the broad areas of extension, research, information dissemination, and workshops. The extension section (four projects) includes discussion of the Southern Rural and Agricultural Crime Education Network and the Community Technology Initiatives Program (Circuit Rider). The research section (14 projects) covers such SRDC projects as University Knowledge/Technology Transfer and Public Decision-Making, and The Development of a Southern Regional Research Data Base: Model for Action. The information dissemination section discusses the Center's regular and special publications, as well as the SRDC library and loan materials. The workshop section describes five conferences in which the SRDC played a major role and lists a number of other conferences attended by staff during the year. The report concludes with short sections on Annual Evaluation, the SRDC Staff, and Administration. (BRR)

ED 213 570 RC 013 256

Ortiz, Flora Ida

Hispanic-American Education: The Nature of Lessons.

Pub Date—Mar 82

Note—22p.; Paper prepared for presentation at the American Educational Research Association Convention (New York, NY, March 1982).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Classroom Environment, *Hispanic Americans, Instruction, Learning Readiness, *Lesson Observation Criteria, Student Teacher Relationship, Teacher Behavior, *Teacher Effectiveness, *Teaching Styles

Identifiers—*Lesson Structure

The relationship between lesson characteristics and the improvement of the delivery of educational services to Hispanic Americans was examined, using data from four contrasting classrooms (two successful and two unsuccessful) located in a Southern California medium-sized school district. The contrast between classrooms was determined by the characteristics of the lessons contained within each classroom. One successful and one unsuccessful classroom was constituted primarily of Hispanic American students while one successful and one unsuccessful classroom was heterogeneously constituted. Four teachers were observed and interviewed; three principals were interviewed to identify classrooms and to verify the teachers' teaching styles and competencies. Lesson plans, curriculum guides, and inservice bulletins were col-

lected and analyzed. Data were obtained on the types of lessons (teacher-led verbal, activity, practice drill, testing); lesson content (teacher elicitation, student response, teacher evaluation); form and structure of lessons (demonstration, opening, lesson content, closing); and mix of lesson types. Findings indicated that: adherence to the structure of lessons accentuated teaching; successful classrooms conducted teacher-led and activity lessons to a greater degree; the enactment of the classroom culture was facilitated by adherence to lesson structure; and ethnic composition did not affect the classroom's success as did adherence to lesson structure. (NQA)

SE

ED 213 571 SE 035 571
Sewer Maintenance Manual.

Ontario Ministry of the Environment, Toronto;
Ontario Municipal Engineers Association,
Toronto.

Pub Date—Mar 74

Note—136p.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Environmental Education, Environmental Technicians, *Maintenance, *Public Health, Sanitation, Science Education, Technical Education, Utilities, *Waste Disposal, Water Resources

Identifiers—*Sewers, *Wastewater Treatment

Outlined are practices and procedures that should be followed in order to protect and fully realize the benefits of sewer systems and also to maximize service and minimize inconveniences to the public. Written in practical terms, the manual is designed to be of immediate use to municipal employees and others involved in sewer maintenance operations. Topics covered are (1) operation and maintenance, (2) industrial waste problems, (3) safety, (4) preventive maintenance, and (5) sewer by-laws. (WB)

ED 213 572 SE 035 572
Pump Operation Workshop. Third Edition (Revised).

Ontario Ministry of the Environment, Toronto;
Ontario Municipal Engineers Association,
Toronto.

Pub Date—Jul 80

Note—168p.; For related document, see ED 155 005.

Available from—Ministry of Government Services, Publication Centre, 880 Bay Street, 5th Floor, Toronto, Ontario, Canada M7A 1N8 (\$5.00)

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Environmental Education, Environmental Technicians, *Equipment, Equipment Maintenance, Job Skills, Postsecondary Education, Science Education, Technical Education, *Waste Disposal, *Water Resources, Workshops

Identifiers—*Pumps, *Wastewater Treatment, Water Treatment

Presented is the learner's manual for a five-day workshop designed to supplement the skills of water and wastewater treatment personnel. The program consists of lecture-discussions and hands-on sessions covering the operation of water and wastewater pumps. Areas addressed include: material pumped, pump systems, types of pumps, pump controls, valves, motors, and safety. Behavioral objectives for each section, and a glossary, are provided. (WB)

ED 213 573 SE 035 573
Primary Treatment and Sludge Digestion Workshop. Second Edition (Revised).

Ontario Ministry of the Environment, Toronto;
Ontario Municipal Engineers Association,
Toronto.

Pub Date—Jul 80

Note—275p.; For related document, see ED 155 002.

Available from—Ministry of Government Services, Publication Centre, 880 Bay Street, 5th Floor, Toronto, Ontario, Canada M7A 1N8 (\$2.00)

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Environmental Education, Environmental Technicians, Equipment, Job Skills, Postsecondary Education, Sampling, Sanitation, Technical Education, *Waste Disposal, *Water Pollution, Workshops

Identifiers—*Wastewater Treatment

This manual was developed for use at workshops designed to upgrade the knowledge of experienced wastewater treatment plant operators. Each of the sixteen lessons has clearly stated behavioral objectives to tell the trainee what he should know or do after completing that topic. The body of the text provides content information, procedure outlines, examples, illustrations and graphs to assist the operators in their performance and workshop participation. Areas covered in this manual include: sewage characteristics; collection, treatment, and sedimentation; aerobic and anaerobic digestion; sampling and interpretation; monitoring and control; procedures; and selected tests. (DC)

ED 213 574 SE 035 574
An Operations Manual for Achieving Nitrification in an Activated Sludge Plant.

Ontario Ministry of the Environment, Toronto.

Pub Date—May 80

Note—56p.

Pub Type—Reference Materials (130) — Guides - General (050)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Environmental Education, Environmental Technicians, Job Skills, Postsecondary Education, Sanitation, Technical Education, *Waste Disposal, *Water Pollution, Water Resources

Identifiers—*Activated Sludge, Nitrification, Operations (Wastewater), *Wastewater Treatment

In Ontario, the attainment of nitrification (oxidation of ammonia) in activated sludge plants is receiving increased attention. Nitrification of waste water is a necessary requirement because it reduces plant discharge of nitrogenous oxygen demand and/or toxic ammonia. However, this new requirement will result in added responsibility for operations personnel and possibly in the expansion and/or upgrading of facilities. This manual discusses different dimensions of nitrification and relates them to daily plant operations. An overview of the carbon and nitrogen cycles and their relationship to activated sludge systems provides a foundation for understanding the processes and problems discussed. Summary points of major sections include: (1) the two major nitrification bacteria are susceptible to factors such as temperature, carbon-to-nitrogen ratio, and toxic substances; (2) various system configurations are possible for nitrification with particular advantages and disadvantages specific to each; (3) operation of an activated sludge nitrification plant requires control of parameters such as solids retention time, aeration, dissolved oxygen and clarifier solids loading; (4) upgrading of sludge wasting facilities providing low rate continuous flow is highly recommended for solids control; and (5) frequent sampling and analyses will be required to monitor a nitrification plant. (DC)

ED 213 575 SE 035 601
Watson, F. R.

A Simple Introduction to Simulation, Parts I and II.

Keele Univ. (England). Inst. of Education.

Pub Date—Jul 80

Note—187p.; Not available in hard copy due to marginal legibility of original document. For related document see SE 036 394.

Available from—Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (\$4.50)

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*College Mathematics, *Computer Oriented Programs, Computer Programs, Discovery Learning, Experiential Learning, Higher Education, Instructional Materials, *Mathematical Models, *Mathematics Instruction, Mathematics Materials, *Probability, Problem Solving, Secondary Education, *Secondary School Mathematics, *Simulation, Teaching Guides

Identifiers—*Computer Simulation

This collection of documents promotes simulation as an attractive topic in mathematics instruction

that provides game-like activities likely to interest pupils, by illustrating the important ideas of probability and showing how mathematical models can be used in practical problems clearly relevant to everyday life. While computer programs written in BASIC are provided, it is recommended that pupils should perform pencil-and-paper simulations in the early stages in order to fully grasp how they work. Part I of the teaching guide has the following chapters: (1) Introductory Examples; (2) Simulation Using Dice, Coins, and Random Digits; (3) Examples of Simulation; (4) Pupil Material: Suggested Worksheets for Younger Pupils; and (5) Computer Simulation. Part II contains: (6) Program Listings, (7) Theoretical Calculations for Some of the Problems, and (8) Markov Chain Processes. The second part also contains four appendices. (MP)

ED 213 576 SE 035 603
Watson, F. R.

Exploring Numbers: Some Investigations with a Calculator. [Series A, B, and C, Teachers' Notes and Pupils' Activities].

Keele Univ. (England). Inst. of Education.

Pub Date—Feb 79

Note—93p.; Not available in hard copy due to marginal legibility of original document.

Available from—Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (\$3.50)

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Calculators, Discovery Learning, Educational Technology, Instructional Materials, *Learning Activities, Mathematics Instruction, Mathematics Materials, *Number Concepts, Problem Solving, Secondary Education, *Secondary School Mathematics, Supplementary Reading Materials, Teaching Guides, Worksheets

These documents are three separate sets of student problems and teaching guides geared towards calculators. Series A is designed for pupils from ages 10 to 13; "B" is structured for 13 through 16, and "C" for 16 through 19. The materials are designed to provide activities for investigation and exploration of number properties and patterns that are not found in most current textbooks. It is hoped that these materials will be a useful starting point for teachers, who should feel free to modify and expand them for their own needs. (MP)

ED 213 577 SE 035 604
Watson, F. R.

BACpac: Basic Arithmetic with a Calculator.

Keele Univ. (England). Inst. of Education.

Pub Date—81

Note—95p.; Not available in hard copy due to marginal legibility of original document.

Available from—Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (\$3.50)

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Basic Skills, *Calculators, Educational Games, Educational Technology, Experimental Programs, Instructional Materials, Mathematics Instruction, Mathematics Materials, *Remedial Mathematics, Secondary Education, *Secondary School Mathematics, Supplementary Reading Materials, Teaching Guides, Textbook Research, Worksheets

Identifiers—*Mathematics Skills

This document was originally produced for use with thirteen- to fifteen-year-old pupils of low mathematical attainment. The material has not been extensively tested, and is best regarded as a collection of ideas for development. Reproduction of any of this material for use by teachers with their own pupils is encouraged. The sheets are arranged so that they may be cut up and stapled to form 16 small "topic booklets." In addition, there are eight sheets to be cut up into 16 sections each for use as cards in a calculator game. The three main approaches of the document are: (1) to give pupils success, via the calculator, and encourage more positive attitudes towards mathematics; (2) to allow students to view the order and pattern of certain mathematical concepts that more successful students are already able to perceive; and (3) to lead to confidence and proficiency in basic mathematical processes without the calculator. (MP)

ED 213 578 SE 035 605

Baxandall, P. R. And Others
 Proof in Mathematics ("If," "Then," and "Per-
 haps").

Keele Univ. (England). Inst. of Education.

Pub Date—78

Note—140p.; Not available in hard copy due to marginal legibility of original document.

Available from—Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (\$3.50)

Pub Type—Guides - Classroom - Teacher (052) — Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*College Mathematics, Higher Education, *Instructional Materials, *Mathematical Concepts, *Preservice Teacher Education, Problem Solving, *Proof (Mathematics), Supplementary Reading Materials, *Teacher Education, Textbooks, Undergraduate Study

This collection of material is designed to illustrate the nature and variety of the idea of proof in mathematics. It is intended to be a "background book" for the use of teachers, particularly those in initial training courses. Individual chapter titles are: (1) The Role of Proof in Mathematics; (2) Logical Reasoning: The Idea of Implication; (3) Pictures: The Power and Danger of 'Visual' Proofs; (4) Advice on Reading and Writing Proofs; (5) Language and Notation Strategies of Proof; (6) Proofs of Impossibility and of Existence; and (7) Methods of Obtaining Proofs: Generalization, Specialization, Analogy. The four appendices are entitled: (I) Axiomatic Reasoning; (II) Axiomatics and the Foundations of Mathematics; (III) An Anthology of Proofs; and (IV) A Case History: The Development of a Proof. (MP)

ED 213 579 SE 036 045

Torda, T. Paul, Ed.

Education and Experience in Engineering, The E3 Program. Volume II, Appendices to Final Report.

Illinois Inst. of Tech., Chicago.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—Aug 77

Grant—NSF-SED-70-00352

Note—521p.; For related document, see ED 180 834. Contains occasional marginal legibility.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF02/PC21 Plus Postage.

Descriptors—College Science, *Engineering Education, *Group Dynamics, Higher Education, Interdisciplinary Approach, Learning Modules, Problem Solving, *Program Descriptions, Program Evaluation, *Program Implementation, *Science Course Improvement Projects

Identifiers—National Science Foundation
 Volume II of the Education and Experience in Engineering E3 Program is a collection of 21 appendices related to this program which provide information on funding, participants, meetings, and communications among participants. Appendix V, an E3 Handbook for students, contains information on student advising, placement, and evaluation. Appendix VI is a manual designed for training in group dynamics for students and faculty. Other appendices contain evaluation reports of the curriculum committee and subcommittee as well as results of the E3 Program Center Departmental Self-Study. Appendix IX contains sample modules. Appendix XII is a description and discussion of "Self-Paced Calculus." Other information in Volume II includes employment profiles of graduates, perspectives on the use of student project groups, case studies of typical projects, and communications related to the termination of the project. (SK)

ED 213 580 SE 036 093

Sly, Carolle Rose, Larry

Environmental Education Guide, Volume 1: An Environmental/Energy Education Primer for Kindergarten through Grade Three, 1981-1984.

Alameda County Superintendent of Schools, Hayward, Calif.; California State Dept. of Education, Sacramento.

Pub Date—81

Note—254p.; For related documents, see SE 036 094-096. Contains colored print which may not reproduce well.

Available from—Office of the Alameda County Superintendent of Schools, 685 "A" St., Hayward, CA 94541 (\$7.00, \$25.00 for complete set of 4

volumes).

Pub Type—Guides - Classroom - Teacher (052)
 EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Conservation Education, *Curriculum Development, Decision Making, Elementary Education, Elementary School Curriculum, Energy, Energy Conservation, *Environmental Education, Institutions, *Interdisciplinary Approach, *Learning Activities, Natural Resources, Physical Environment, Primary Education, Urban Environment

Identifiers—*California, *Energy Education, Environmental Management

As one of four volumes in a K-12 series, this teaching guide contains classroom and outdoor activities pertaining to the environment and energy for kindergarten through third grades. The guide was developed based upon the understanding that environmental education can serve as an instructional umbrella covering many topics (conservation, marine education, city planning, population, etc.) and that it is not a specific subject but an interdisciplinary theme. The activities are organized around four major topics: natural environment, built environment, social institutions and decision making, and energy and environmental resource management. Each section begins with a summary of issues related to that topic followed by a listing of major concepts and their associated objectives. One activity is presented to teach each objective (approximately 40). Objectives correspond with those contained in the California "Course of Study" guide for 1981-84. Each activity provides a brief description, the objective, purpose, time, topics, location, materials, lead-up and preparation procedures, and follow-up activities. Appendices list the sources for the activities, California resource agencies, and teaching materials available from these agencies. In the beginning of the guide, a procedure is outlined for planning an environmental education program. (DC)

ED 213 581 SE 036 094

Sly, Carolle Rose, Larry

Environmental Education Guide, Volume 2: An Environmental/Energy Education Primer for Grades Four through Six, 1981-1984.

Alameda County Superintendent of Schools, Hayward, Calif.; California State Dept. of Education, Sacramento.

Pub Date—81

Note—273p.; For related documents, see SE 036 093-096. Contains colored print which may not reproduce well.

Available from—Office of the Alameda County Superintendent of Schools, 685 "A" St., Hayward, CA 94541 (\$7.00; \$25.00 for complete set of 4 volumes).

Pub Type—Guides - Classroom - Teacher (052)
 EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Conservation Education, *Curriculum Development, Decision Making, Elementary Education, Elementary School Curriculum, Energy, Energy Conservation, *Environmental Education, Institutions, *Interdisciplinary Approach, Intermediate Grades, *Learning Activities, Natural Resources, Physical Environment, Urban Environment

Identifiers—*California, *Energy Education, Environmental Management
 As one of four volumes in a K-12 series, this teaching guide contains classroom and outdoor activities pertaining to the environment and energy for fourth through sixth grades. The guide was developed based upon the understanding that environmental education can serve as an instructional umbrella covering many topics (conservation, marine education, city planning, population, etc.) and that it is not a specific subject but an interdisciplinary theme. The activities are organized around four major topics: natural environment, built environment, social institutions and decision making, and energy and environmental resource management. Each section begins with a summary of issues related to that topic followed by a listing of major concepts and their associated objectives. One activity is presented to teach each objective (approximately 40). Objectives correspond with those contained in the California "Course of Study" guide for 1981-84. Each activity provides a brief description, the objective, purpose, time, topics, location, materials, lead-up and preparation procedures, and follow-up activities. Appendices list the sources for the activities, California resource agencies, and

teaching materials available from these agencies. In the beginning of the guide, a procedure is outlined for planning an environmental education program. (DC)

ED 213 582 SE 036 095

Sly, Carolle Rose, Larry

Environmental Education Guide, Volume 3: An Environmental/Energy Education Primer for Grades Seven through Nine, 1981-84.

Alameda County Superintendent of Schools, Hayward, Calif.; California State Dept. of Education, Sacramento.

Pub Date—81

Note—301p.; For related documents, see SE 036 093-096. Contains colored print which may not reproduce well.

Available from—Office of the Alameda County Superintendent of Schools, 685 "A" St., Hayward, CA 94541 (\$7.00; \$25.00 for complete set of 4 volumes).

Pub Type—Guides - Classroom - Teacher (052)
 EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Conservation Education, *Curriculum Development, Decision Making, Energy, Energy Conservation, *Environmental Education, Institutions, *Interdisciplinary Approach, Junior High Schools, *Learning Activities, Natural Resources, Physical Environment, Secondary Education, Secondary School Curriculum, Urban Environment

Identifiers—*California, *Energy Education, Environmental Management

As one of four volumes in a K-12 series, this teaching guide contains classroom and outdoor activities pertaining to the environment and energy for seventh through ninth grades. The guide was developed based upon the understanding that environmental education can serve as an instructional umbrella covering many topics (conservation, marine education, city planning, population, etc.) and that it is not a specific subject but an interdisciplinary theme. The activities are organized around four major topics: natural environment, built environment, social institutions and decision making, and energy and environmental resource management. Each section begins with a summary of issues related to that topic followed by a listing of major concepts and their associated objectives. One activity is presented to teach each objective (approximately 40). Objectives correspond with those contained in the California "Course of Study" guide for 1981-84. Each activity provides a brief description, the objective, purpose, time, topics, location, materials, lead-up and preparation procedures, and follow-up activities. Appendices list the sources for the activities, California resource agencies, and teaching materials available from these agencies. In the beginning of the guide, a procedure is outlined for planning an environmental education program. (DC)

ED 213 583 SE 036 096

Sly, Carolle Rose, Larry

Environmental Education Guide, Volume 4: An Environmental/Energy Education Primer for Grades Ten through Twelve, 1981-1984.

Alameda County Superintendent of Schools, Hayward, Calif.; California State Dept. of Education, Sacramento.

Pub Date—81

Note—285p.; For related documents, see SE 036 093-095.

Available from—Office of the Alameda County Superintendent of Schools, 685 "A" St., Hayward, CA 94541 (\$7.00; \$25.00 for complete set of 4 volumes).

Pub Type—Guides - Classroom - Teacher (052)
 EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Conservation Education, *Curriculum Development, Decision Making, Energy, Energy Conservation, *Environmental Education, High Schools, Institutions, *Interdisciplinary Approach, *Learning Activities, Natural Resources, Physical Environment, Secondary Education, Secondary School Curriculum, Urban Environment

Identifiers—*California, *Energy Education, Environmental Management

As one of four volumes in a K-12 series, this teaching guide contains classroom and outdoor activities pertaining to the environment and energy for tenth through twelfth grades. The guide was developed based upon the understanding that environ-

mental education can serve as an instructional umbrella covering many topics (conservation, marine education, city planning, population, etc.) and that it is not a specific subject but an interdisciplinary theme. The activities are organized around four major topics: natural environment, built environment, social institutions and decision making, and energy and environmental resource management. Each section begins with a summary of issues related to that topic followed by a listing of major concepts and their associated objectives. One activity is presented to teach each objective (approximately 40). Objectives correspond with those contained in the California "Course of Study" guide for 1981-84. Each activity provides a brief description, the objective, purpose, time, topics, location, materials, lead-up and preparation procedures, and follow-up activities. Appendices list the sources for the activities, California resource agencies, and teaching materials available from these agencies. In the beginning of the guide, a procedure is outlined for planning an environmental education program. (DC)

ED 213 584 SE 036 097

Rachlin, Sidney Lee
Processes Used by College Students in Understanding Basic Algebra.

Pub Date—81
Note—355p.; Ed.D. Dissertation, The University of Georgia.

Pub Type—Dissertations/Theses - Doctoral Dissertations (041) — Reports - Research (143)
EDRS Price - MF01/PC15 Plus Postage.

Descriptors—Algebra, *Cognitive Processes, College Mathematics, *College Students, Educational Research, Equations (Mathematics), Females, Higher Education, Learning Theories, Mathematical Concepts, Mathematics Education, Problem Solving, Undergraduate Study
Identifiers—*Mathematics Education Research

The purpose of this study was to uncover information about and gain a greater insight into the extent to which students who are successful in a basic algebra course: 1) demonstrate a reversibility of reasoning processes when solving algebraic problems; 2) demonstrate a flexibility of reasoning processes when solving algebraic problems; 3) generalize reasoning processes and algebraic operations; and 4) transfer reasoning processes and algebraic operations within the content of algebra. A Soviet "ascertaining" methodology was chosen, with this clinical approach viewed as appropriate to investigate the algebra student's thought processes. Six instruments were used to provide descriptions of the subjects. Four females were selected non-randomly for the study. Data indicated that the subjects chosen varied widely on measures of the four processes of understanding identified. Tests based on measures of instrumental understanding did not accurately reflect a student's relational understanding. Further, these students possessed definite styles of reversibility and many of the same error patterns as less successful students. It is felt that this study provides an exploration of the elusive term, "understanding" of mathematics, which mathematics educators have long noted as an important thing for students to develop. (MP)

ED 213 585 SE 036 220

Skoog, Gerald
Legal and Judicial Problems in Mandating Equal Time for Creationism.

Pub Date—Oct 81
Note—18p.; Paper presented at the Annual Meeting of the National Association of Biology Teachers (Las Vegas, NV, October 24, 1981). Contains occasional light type.

Pub Type—Speeches/Meeting Papers (150) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Biology, *Controversial Issues (Course Content), Course Content, *Court Litigation, *Creationism, *Evolution, Laws, Legal Problems, Science Curriculum, *Science Education, Secondary Education, Secondary School Science, *Values

This paper, presented at the annual meeting of the National Association of Biology Teachers, is focused on legal and judicial problems in mandating equal time for creationism. Past events provide evidence that legislation, policies, and local resolutions that require science textbooks and curricula to include the Genesis account of creation are unconstitutional. Now, scientific creationism, rather than biblical creationism, is being promoted to neutralize

the study of evolutionary theory. However, even the proponents of creationism admit that creation science is not scientific when they say it lies beyond the limits of empirical science, it does not provide a testable scientific theory, and it cannot be disproved. To counter the argument that creationism is religious, the creationists claim that evolutionary theory is religious theory and is an important tenet of secular humanism which they term the religion of the modern age. While the courts have affirmed the right of schools to include evolution in the curriculum without such instruction constituting coercion against religious exercise, questions of academic freedom if creationism is or is not taught have not been resolved. (PB)

ED 213 586 SE 036 221

Skoog, Gerald
Should Creation Be Included in the Biology Curriculum?

Pub Date—Nov 81
Note—8p.; Paper presented at the Area Convention of the National Science Teachers Association (Nashville, TN, November 21, 1981).

Pub Type—Speeches/Meeting Papers (150) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Biology, *Controversial Issues (Course Content), Course Content, *Creationism, *Evolution, High Schools, Science Course Improvement Projects, *Science Curriculum, *Science Education, Secondary School Science, Textbook Content, *Values

Identifiers—Biological Sciences Curriculum Study
The author discusses the activities and goals of advocates of creation science as these persons and groups work to bring about the teaching of creationism in high school science courses in which evolution is taught. It is the author's belief that the anti-evolutionism movement was stimulated by the science curriculum improvement activities of the 1960's, particularly the activities of the Biological Sciences Curriculum Study. Change through time (evolution) was one of the BSCS conceptual themes. Its incorporation into high school biology textbooks resulted in textbooks containing material on evolution that was not confined to the last chapter (which might never be reached during the school year). Efforts of the anti-evolutionists have resulted in changes in textbooks produced in the early 1980's in which controversy is avoided by de-emphasis on evolution or on the exclusion of the word from the textbook although natural selection and related topics are included. Creationism, the author contends, has failed to compete in the scientific and theological worlds of scholarship and its perpetuation in public school curricula should not be used to impose religious views on students. (PB)

ED 213 587 SE 036 239

Siford, M.
A Study of Algebra in the Provincial High Schools' Curriculum. Report No. 20.

Papua New Guinea Univ. of Technology, Lae.
Pub Date—Oct 81
Note—73p.

Available from—The Director, Mathematics Education Centre, Papua New Guinea University of Technology, P.O. Box 793, Lae, Morobe Province, Papua New Guinea (no price quoted).

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Algebra, *Curriculum Development, Educational Research, Equations (Mathematics), *Mathematics Curriculum, Mathematics Instruction, Problem Solving, Secondary Education, *Secondary School Mathematics

Identifiers—*Mathematics Education Research, *Papua New Guinea

This report investigates recent tenth-grade algebra achievement, after first suggesting there are good reasons for maintaining algebra in the syllabuses for grades nine and ten. Results indicate the students studied have mastered such algebraic skills as "collecting like terms" and "substitution in formulae." It is noted that these pupils experienced great difficulty in framing problems in algebraic terms, and in accepting that letters can be used in a general sense and not just stand for one specific unknown number. It is argued that the present curriculum, which introduces algebra through the study of formulae and equations, produces this fixation and prevents students from developing a broader concept of the use of letters in mathematics. The document concludes with recommendations for

curriculum development in algebra at the secondary level. Suggested activities are framed in a problem-solving context in which letters are used meaningfully rather than simply as objects to be manipulated. The approach attempts to focus on more general concepts of letters as variables to provide the foundation on which algebraic conventions and skills can be built. (MP)

ED 213 588 SE 036 240

Clarkson, Philip, Ed.
Research in Mathematics Education in Papua New Guinea, 1981.

Papua New Guinea Univ. of Technology, Lae.
Pub Date—81

Note—206p.; Proceedings of the Mathematics Education Conference (1st, Mathematics Education Centre, Papua New Guinea Univ. of Technology, Lae, May, 1981).

Available from—The Director, Mathematics Education Centre, Papua New Guinea Univ. of Technology, P.O. Box 793, Lae, Morobe Province, Papua New Guinea (no price quoted).

Pub Type—Reports - Research (143) — Collected Works - Proceedings (021)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Curriculum Development, Educational Research, Elementary Secondary Education, Higher Education, Instruction, Learning Theories, Mathematics Achievement, *Mathematics Curriculum, *Mathematics Education, *Mathematics Instruction, Student Attitudes
Identifiers—*Mathematics Education Research, *Papua New Guinea

This document contains the following titles: 1) Students' Use of Diagrams and Visuality in Mathematics; 2) Papua New Guinea University Student Attitudes to Mathematics; 3) Research on the Teaching of Problem Solving at the Papua New Guinea University of Technology: Retrospect and Prospect; 4) Adult Numeracy with a Calculator: Some Problems; 5) A Test of Measurement—Or Is It? 6) Solving Word Problems in a Second Language and Reading Proficiency; 7) Nurses and Mathematics; 8) Language and Mathematics at Tertiary Level; 9) The Role of Mathematics Education Research in Papua New Guinea 1981: The Constraints and the Priorities; 10) Computer Oriented Cognitive Process Models Related to Mathematical Thinking; 11) The Use of Numerical Filters as an Aid to the Solution of Algebraic Problems: A Proposed Project; 12) An Investigation of the Mathematics Education of Nurses-in-Training in Papua New Guinea; 13) A Proposed Categorization System for Students' Errors in Mathematics; 14) The Performance of National High School Students at the University; 15) Language and Mathematics Education: An International Perspective; 16) Community School Mathematics Teaching and Curriculum Innovation in Papua New Guinea; and 17) Standards in Mathematics, a Defeatist Point of View. (MP)

ED 213 589 SE 036 258

Socio-Cultural Case Studies for Population Education in Morocco, Peru, Rwanda and the United Republic of Tanzania. Co-ordinated Action Programme for the Advancement of Population Education (CAPAPE).

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Population Education Section.

Pub Date—81
Note—238p.

Pub Type—Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adolescents, Adults, *Case Studies, *Cultural Influences, Economic Factors, Environmental Education, *Foreign Countries, Global Approach, Models, Parents, *Population Education, Research Methodology, *Social Influences, Teachers

Identifiers—Morocco, Peru, Rwanda, Tanzania

Developed to serve as a guide, this document contains four case studies which demonstrate the application of a conceptual and methodological reference model which promotes the use of socio-cultural research in national population education projects. Information obtained from these kinds of studies can be used in developing population education programs and curricula which reflect the values and needs of specific population groups including teachers, educators, parents, adolescents, researchers, doctors, development workers, and decision makers. The introduction discusses the frames of

reference and fundamental concepts that guided the studies and outlines the general methodology. The main body of the document provides the summary reports of the case studies of the four different countries. The final chapter evaluates the socio-cultural studies, discusses strategies for population education, and outlines appropriate educational practices. (DC)

ED 213 590 SE 036 370

Hershey, John T. Hershey, Kirk Emerson

The Sourcebook. Learning by Design.

American Inst. of Architects, Washington, D.C.

Pub Date—81

Note—243p.; Not available in paper copy due to copyright restrictions. Contains occasional colored print which may not reproduce well.

Available from—American Inst. of Architects, 1735 New York Ave., N.W., Washington, DC 20006-5292 (\$25.00, 20% discount on 5 or more copies).

Pub Type—Reference Materials (130) — Reports - Descriptive (141) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Architecture, Elementary School Science, Elementary Secondary Education, *Environmental Education, Higher Education, *Interdisciplinary Approach, Learning Activities, *Program Descriptions, *Resource Materials, Science Education, Secondary School Science. Developed as one part of the "Learning by Design" environmental education program, this compilation of resource information and materials serves as a guide to current environmental education projects, curriculum materials, books, people and organizations. Designed as a system rather than a one-time publication, the information in this document will be updated annually through a subscription service. The preface describes the relationship between architects and environmental education, the role of the American Institute of Architects (AIA), and the entire "Learning by Design" program. Part I, "Models", examines seven exemplary environmental education programs. Each entry includes basic features, program description, historical development, and sample activities. The "Resources" section contains descriptions, representative illustrations and sample activities (when appropriate) for 29 commercially available publications. Part III, "Bibliography," lists 36 annotated entries. The last section, "Networks," provides a listing of people and organizations currently involved in environmental education. Forms are provided for making suggestions for future entries for each of the sections. (DC)

ED 213 591 SE 036 374

Hobbs, Eugene And Others

Curriculum Review Handbook: Mathematics, 1981-82.

Oklahoma State Dept. of Education, Oklahoma City.

Pub Date—82

Note—44p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Curriculum Development, *Curriculum Evaluation, Elementary Secondary Education, Evaluation, *Evaluation Methods, Guidelines, Guides, *Mathematics Curriculum, *Mathematics Education, Mathematics Instruction, Program Design, *Program Evaluation, *Review (Reexamination)

This document is designed to present a process for reviewing, evaluating, and revising a mathematics program at the building or district level. It is organized into the following sections: 1) Philosophy and Rationale, addressing the global reasons for including mathematics in the total program; 2) Expected Outcomes, outlining expectations at the end of elementary, middle, and secondary years; 3) The Existing Program; 4) Program Evaluation, evaluating the existing program along four parameters; 5) Available Resources; 6) Needs and Recommendations for strengthening the program; 7) Sequencing the Topics, examining the sequences for possible modification; and 8) Course Descriptions, writing new grade/course outlines. The material is designed to be helpful to both educators and concerned lay persons. (MP)

ED 213 592

Peters, Richard O.

Twenty-First Century Technology and the Global Environment: Developing a Cause/Effect Relationship Perspective Among Proactive Action Students.

Global Horizons, The Center for Applied Ecosocial Studies, Plaistow, N.H.

Pub Date—Mar 82

Note—23p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Citizenship Education, Elementary Secondary Education, *Environmental Education, *Global Approach, *Learning Activities, *Models, Physical Environment, Skill Development, Social Environment, Social Studies, Technological Advancement, *Technology

Technology, defined as power to build or to destroy, affects both the natural and social environments. Technological societies are characterized by five elements: green revolution, industry, medicine, biology, and space technology. To demonstrate that individuals and groups perceive the effects of these aspects differently, a summary of nine pro and ten viewpoints is presented. In order for students to cope with changing technologies and their impact on the present and future world, they need to acquire the knowledge, thinking skills, participation skills, and commitment to civic action which will help them become responsible global citizens. A "Proactive Action Model" is presented as one means of achieving this goal along with a sample unit on modern technology's effects upon the natural and human environment. (DC)

ED 213 593 SE 036 386

Catalog of Instructional Materials in Mathematics.

California State Dept. of Education, Sacramento.

Pub Date—81

Note—210p.; Not available in paper copy due to copyright restrictions.

Available from—Publication Sales, California State Dept. of Education, P.O. Box 271, Sacramento, CA 95802 (\$2.50, plus 6% sales tax for California residents).

Pub Type—Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Annotated Bibliographies, Catalogs, Elementary Education, *Elementary School Mathematics, *Instructional Materials, Mathematics Education, Mathematics Materials, Middle Schools, *Textbook Content, Textbooks, *Textbook Selection

Identifiers—California State Department of Education

This selection catalog includes broad classifications of the materials adopted for statewide use in California, and descriptions of their chief characteristics and approaches. It is not intended to be considered a substitute for careful examination of these materials, but can only help limit the number of materials school district personnel will need to examine. The document has three major sections. The first includes information on basic programs adopted by the State Board in 1981. An annotated index provides pertinent information, with more detailed data provided on order form pages. The second part is an annotated index of basic instructional material programs, covering some data and page number references, with appropriate price lists and order forms for the items. Part three is an annotated index of supplementary materials, with a format nearly identical to part two. (MP)

ED 213 594

White, Arthur L., Ed. Blosser, Patricia E., Ed.

National Association for Research in Science Teaching Annual Meeting, Abstracts of Presented Papers (55th, Lake Geneva, Wisconsin, April 5-8, 1982).

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Dec 81

Contract—400-78-0004

Note—162p.

Available from—Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (4.00).

Pub Type—Collected Works - Proceedings (021) — Information Analyses - ERIC Information Anal-

SE 036 376

ysis Products (071) — Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Cognitive Development, Concept Formation, *Conference Papers, Elementary Secondary Education, Higher Education, Learning, *Problem Solving, Professional Associations, *Science Education, Teacher Education

Identifiers—National Assn for Research in Science Teaching, *Science Education Research. Abstracts of most of the papers presented at the 55th annual meeting of the National Association for Research in Science Teaching (NARST), held at the Abbey, Lake Geneva, WI, April 5-8, 1982 have been collected in this publication. Papers relate to such topics as teacher education: preservice and inservice, cognitive development, research techniques, metaanalysis, science learning and instruction, science education research in foreign countries, reasoning and problem solving, and science curriculum. (PEB)

ED 213 595

Watson, F.R.

Some Exercises in Simulation (Pupil Materials).

Keele Univ. (England). Inst. of Education.

Pub Date—Jun 80

Note—59p.; For related document see SE 035 601. Contains occasional light and broken type.

Available from—Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (\$2.00).

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—College Mathematics, Discovery Learning, Higher Education, Instructional Materials, *Mathematical Models, Mathematics Instruction, Mathematics Materials, *Probability, Problem Solving, Secondary Education, *Secondary School Mathematics, *Simulation, *Worksheets

These worksheets suggest activities through which secondary school students may be introduced to the ideas of simulation. All can be played as games to give students a feel for the situation modeled; most use coins or dice and a few use random digits. Directions are detailed for each of the 17 worksheets, with variations suggested for many. (MMS)

ED 213 596

Deutsch, Shirley

Learning Aids in the Secondary Mathematics

Curriculum.

Pub Date—82

Note—14p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Processes, *Equations (Mathematics), *Mathematical Concepts, *Mathematics Instruction, *Memorization, Memory, Problem Solving, *Recall (Psychology), Secondary Education, *Secondary School Mathematics, *Teaching Methods

Approaches to helping students remember concepts in secondary mathematics are presented. The eleven points listed are: 1) distinguishing between natural and whole numbers; 2) remembering isosceles triangles have two equal sides; 3) finding all possible pairs of integral factors of a given number; 4) recalling the meaning of reflexive, symmetric, and transitive properties; 5) distinguishing between abscissa and ordinate, domain and range; 6) graphing a conjunction on a number line; 7) graphing ellipses and hyperbolas; 8) distinguishing among vertical, alternate, and corresponding angles; 9) solving motion problems efficiently; 10) solving rate-of-work problems; and 11) remembering the formula for the measure of an angle formed by two chords intersecting in a circle. (MP)

ED 213 597

Peters, Richard O.

The Global Energy Crisis: Today and Tomorrow.

Developing Proactive Action Student Awareness and Understanding About Finite Fuels and Alternative Energy Sources in a Global Age.

Global Horizons, The Center for Applied Ecosocial Studies, Plaistow, N.H.

Pub Date—Mar 82

Note—26p.; Contains occasional light and broken type.

Pub Type—Reports - Descriptive (141)

SE 036 394

SE 036 412

SE 036 414

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Conservation Education, *Depleted Resources, Energy, *Energy Conservation, Environmental Education, Fuels, *Global Approach, *Interdisciplinary Approach, *Learning Activities, Natural Resources, Secondary Education

Identifiers—*Alternative Energy Sources

Background information and a teaching strategy are provided to help students better understand the global energy crisis and learn to take action. An overview of the energy crisis includes a discussion of the unequal distribution of natural resources throughout the world, the finite nature of fossil fuels, and problems associated with the depletion of petroleum energy. Energy conservation, alternative resources, and renewable energy are emphasized as the best direction for present and future policies. In order to prepare students to become knowledgeable decision makers capable of dealing with the global energy issues, a proactive action model is proposed consisting of three parts: perception, thought pattern, and action. A sample unit on energy is included as an example of how the model may be used. (DC)

ED 213 598

SE 036 440

Suydam, Marilyn N.

Calculators: A Categorized Compilation of References. Supplement 2.

Ohio State Univ., Columbus. Calculator Information Center.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Mar 82

Contract—400-80-0007

Note—58p.; For related documents, see ED 171 572 and ED 199 087.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Annotated Bibliographies, *Calculators, Educational Research, *Educational Technology, Instructional Materials, Literature Reviews, Mathematics Curriculum, *Mathematics Education, Mathematics Instruction, Research, *Resource Materials, Teaching Methods

Identifiers—*Mathematics Education Research

Presented is a second supplement to previous lists of references. This document is a compilation of information collected by the Calculator Information Center between December 1980 and March 1982. Included are references which previously appeared on bulletins distributed by the center, plus articles from newsletters and similar less readily available sources and from non-American sources. Most references are annotated; all include a limited set of descriptors or keywords which denote the focus or contents of the reference. At the end of the listing is an index for each descriptor. (MP)

ED 213 599

SE 036 441

Howell, Jerry, Ed.

Guidelines for Environmental Education, The Kentucky Plan, 1982 Revision.

Kentucky State Dept. of Education, Frankfort. Div. of Program Development.

Pub Date—82

Note—30p.; For related document, see ED 134 444. Contains occasional light and broken type.

Available from—Program Manager, Environmental Education, Kentucky Dept. of Education, Capital Plaza Tower, Room 1829, Frankfort, KY 40601 (no price quoted).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Education, Educational Objectives, Elementary Secondary Education, *Environmental Education, *Guidelines, Higher Education, *Master Plans, *Program Development, *Program Implementation, *State Programs

Identifiers—*Kentucky

In 1975, the Kentucky Advisory Council for Environmental Education, consisting of representatives from education, government agencies, business, conservation groups, and concerned citizens, was appointed by the Kentucky Department of Education to develop and promote guidelines which would help increase environmental awareness in Kentucky. As a revision of these guidelines, this document includes: (1) a discussion about the nature of environmental education; (2) historical analysis of the situation; (3) identification of sources of input from inside and outside the Department of Education; (4) list of program goals with related objectives and activities; and (5) strategies for im-

plementation. (DC)

ED 213 600

SE 036 442

Webb, Noreen M.

Group Interaction and Learning in the Mathematics Laboratory and the Regular Classroom.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Sep 81

Grant—NIE-G-80-0068

Note—38p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Ability, Academic Achievement, Educational Research, *Group Dynamics, *Junior High Schools, Learning Theories, *Mathematics Achievement, *Mathematics Instruction, Secondary Education, *Secondary School Mathematics, Sex Differences

Identifiers—*Mathematics Education Research, *Mathematics Laboratories

This study investigated the relationships among student and group characteristics, group interaction, and achievement in cooperative small groups. Seventy-seven students in two junior high school mathematics classrooms learned a two-week unit on exponents and scientific notation in mixed-ability or uniform-ability groups. Interaction in the groups was tape recorded. Three categories of interaction related to achievement: receiving no explanation in response to a question or error (receiving no response or receiving only the correct answer) was negatively related to achievement; giving explanations and receiving explanations were positively related to achievement. Interaction in the group was related to group composition, sex, ability, and personality. Medium-ability students in uniform-ability groups received more explanations (and showed higher achievement) than medium-ability students in mixed ability groups. Boys received more explanations (and showed higher achievement) than girls. High-ability students gave more explanations than low-ability students. Extroverted students received more answers to questions than introverted students. Interaction in the group was not related to ethnic background: white, black, and Asian-American students showed similar interaction patterns (and achievement). The advantages of taperecording over other observational procedures are discussed in terms of capturing sequences of student interaction. (Author/MP)

ED 213 601

SE 036 443

Schlenker, Richard M.

An Example Curriculum Outline for a Marine Education Oriented Course of Instruction (YNA).

Pub Date—Feb 82

Note—37p.; Contains occasional light and broken type.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Behavioral Objectives, *Course Descriptions, Military Science, *Military Training, Oceanography, Postsecondary Education, *Seafarers

Identifiers—*Coast Guard, *Marine Education

A curriculum outline is presented for a yeoman advanced course. The mission and scope of the course are described and 28 units identified. Some of the topics include classified material, correspondence, court martials, office procedures and management, teaching skills, dictation and transmission, and Coast Guard benefits. For each unit, terminal (broad) objectives are identified as well as enabling objectives which instructors use to evaluate students' specific competencies related to terminal objectives. A chart indicates the number of minutes required for each unit. Lists of equipment and aids, texts and references, forms, handouts, and assignments are provided in appendices. (DC)

ED 213 602

SE 036 444

Helgeson, Jerry And Others

Mathematics Program Assessment and Planning Handbook.

Idaho State Dept. of Education, Boise.

Pub Date—81

Note—121p.

Pub Type—Guides - Classroom - Teacher (052) —

Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Curriculum Development, *Educational Planning, Elementary Secondary Education, Guidelines, Instructional Development, *Mathematics Curriculum, *Mathematics Education, Mathematics Instruction, *Program Development, *Program Improvement

opment, *Program Improvement

This document is designed to help individual schools: 1) examine the current mathematics program; 2) select and rank program priorities; 3) compare the current program with the "Guidelines for Programs of Excellence in the Basic Skills" and with successful mathematics programs and practices; 4) state goals and objectives which apply to the individual school; 5) plan appropriate steps to implement a more effective program; 6) formulate plans for Elementary Approval, after mathematics has been identified as a need in a Needs Assessment of Certification Process, or on an Idaho Proficiency Test; and to help districts wishing to improve student performance on the Idaho Proficiency Test by clarifying areas of need in the developmental and remedial mathematics program. This handbook is designed as a self-study unit, programed so that a program task force can follow a step-by-step procedure of collecting data and making decisions. The bulk of the material is designed around ten charts, which are to be used to summarize task force conclusions, share findings, report recommendations, and clarify the planning process. A series of appendices are provided, and are intended to be used as an integral part of the work of the task force. (MP)

ED 213 603

SE 036 445

Schwab, Judith L., Ed.

Social Sciences in Forestry, A Current Selected Bibliography, No. 57, Special Appendix: Theses and Dissertations in Progress.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Forestry and Wildlife Resources. Spons Agency—Forest Service (DOA), Washington, D.C.

Pub Date—Feb 82

Note—70p.; Contains occasional light and broken type.

Journal Cit—Social Sciences in Forestry; n57 Feb 1982

Pub Type—Reference Materials - Bibliographies (131) — Collected Works - Serials (022)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Business, Economic Factors, Economics, *Forestry, *Lumber Industry, Marketing, *Natural Resources, Productivity, Social Science Research, *Social Sciences

Documents which address the interface between forestry and the social sciences comprise this annotated bibliography. A subject-matter classification scheme is used to group publications by subheadings under five major heading: (1) social science applied to forestry at large; (2) applied to forestry's productive agents; (3) applied to forest production; (4) applied to manufacturing; and (5) applied to marketing trade, and demand for forest output. Arranged alphabetically by author, each entry contains the document's complete citation and a brief abstract. If the publication is not in English, the language used is indicated. An author index is also provided. An appendix lists theses and dissertations in progress in the United States and Canada. Compilation sources included numerous U.S. and foreign journals, publications lists from U.S. Forest Service Experiment Stations, and selected data bases. (DC)

ED 213 604

SE 036 449

Moss, Jillian D.

Towards Equality: Progress by Girls in Mathematics in Australian Secondary Schools. Occasional Paper No. 16.

Australian Council for Educational Research, Hawthorn.

Report No.—ISBN-0-85563-236-4

Pub Date—Feb 82

Note—82p.; Not available in paper copy due to copyright restrictions.

Available from—Australian Council for Educational Research, 9 Frederick St., Hawthorn, 3122, Victoria, Australia (no price quoted).

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Educational Research, *Females, *Foreign Countries, *Mathematics Achievement, Mathematics Curriculum, Mathematics Education, Mathematics Instruction, Secondary Education, *Secondary School Mathematics, *Sex Differences, Student Attitudes

Identifiers—*Australia, *Mathematics Education Research

The data reported were obtained from two investigations carried out by the Australian Council for Educational Research in 1964 and in 1978. Each

study was conducted at two levels of the secondary school. A subset of the 1978 samples is considered, which comprises students in government-only schools, so that effective comparisons can be made. Among the findings, it is noted there have not been substantial gains in the average level of achievement in mathematics learning of girls relative to boys over the 14-year period between the tests. Nevertheless, there is a marked change noted over these same years in the degree of involvement and participation by girls in learning mathematics at the upper secondary school level. Movement towards greater equality between the sexes appears to have taken place during the period. When other things which influence achievement in mathematics are taken into account, group sex differences in achievement at the terminal secondary level disappears, in general. It is suggested that if females place more time and involvement in mathematics, to the level of males, then sex differences in achievement shall gradually disappear. (MP)

ED 213 605 SE 036 452

Baker, Dale

Differences in Personality, Attitude, and Cognitive Abilities Found Among Biological, Physical Science and Non Science Majors.

Pub Date—Mar 82

Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 18-23, 1982).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Biological Sciences, *College Science, College Students, Higher Education, *Majors (Students), Mathematics Achievement, *Nonmajors, *Personality Traits, Physical Sciences, Science Careers, Science Education, *Sex Differences, Spatial Ability, Student Attitudes, *Student Characteristics

Identifiers—Myers Briggs Type Indicator, *Science Education Research

Historically, few women pursue studies or careers in science. In an effort to determine factors that relate to a scientific career choice, this research examines differences between sexes and among majors in 180 males and females in biological, physical science, and nonscience college majors. Nonscience majors mostly included female language students and male business students. The variables of spatial ability, mathematical ability, Jungian personality type, and masculinity and femininity were measured through a series of tests. The data indicate among other findings that males preferred to make decisions based on logical analysis and females based on personal values; science majors had higher mathematics scores than nonscience majors mostly due to the scores of physical science majors; no difference existed in the mathematics scores of biological and nonscience majors; science majors had the scientific personality and a positive attitude toward science; nonscience majors had the nonscientific personality and a negative attitude; males, and female physical science majors had masculine characteristics; all female nonscience majors had feminine characteristics; and female biological majors were predominantly feminine. (DC)

ED 213 606 SE 036 455

Health Education Resource Guide, Grades 1-3.

Federal Way School District 210, Wash.

Pub Date—Dec 81

Note—162p.; For related documents, see SE 036 456-457.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Educational Objectives, Elementary Education, Elementary School Science, Grade 1, Grade 2, Grade 3, Health, *Health Activities, *Health Education, *Learning Activities, Primary Education, *Safety, *Safety Education, Science Education

As part of a health education program for K-12, these curriculum guides for grades one, two and three provide: (1) a short overview of health education; (2) a scope and sequence chart which lists specific topics to teach on mental health, physical health, community health, and safety that are appropriate at different grade levels; (3) a list of objectives for the grade level of the given guide; and (4) sample learning activities and accompanying learning resources for each objective. Since health education is influenced greatly by individual value systems, activities are not designed to teach right or wrong but to encourage students to examine issues from different perspectives and then to form their

own opinions. Activities involve a variety of teaching techniques including reading, discussion, games, demonstrations, audiovisual aids, and art work. Some topics covered are self concept, emotions, health habits, growth patterns, nutrition, dental health, healthy environment, poison prevention, and personal safety. (DC)

ED 213 607 SE 036 456

Health Education Resource Guide, Grade 4-6.

Federal Way School District 210, Wash.

Pub Date—Dec 81

Note—203p.; For related documents, see SE 036 455-457.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*Educational Objectives, Elementary Education, Grade 4, Grade 5, Grade 6, Health, *Health Activities, *Health Education, Intermediate Grades, *Learning Activities, *Safety, *Safety Education, Science Education

As part of a health education program for K-12, these curriculum guides for grades four, five, and six provide: (1) a short overview of health education; (2) a scope and sequence chart which lists specific topics to teach on mental health, physical health, community health, and safety that are appropriate at different grade levels; (3) a list of objectives for the grade level of the given guide; and (4) sample learning activities and accompanying learning resources for each objective. Since health education is influenced greatly by individual value systems, activities are not designed to teach right or wrong but to encourage students to examine issues from different perspectives and then to form their own opinions. Activities involve a variety of teaching techniques including reading, discussion, audiovisual aids, guest speakers, experiments, worksheets and games. Some topics covered are self concept, drugs, alcohol, growth and development, body systems, disease prevention, health agencies, bicycle safety, and first aid. (DC)

ED 213 608 SE 036 457

Health Education Resource Guide, Junior High.

Federal Way School District 210, Wash.

Pub Date—Dec 81

Note—228p.; For related documents, see SE 036 455-456.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—*Educational Objectives, Grade 8, Health, *Health Activities, *Health Education, Junior High Schools, *Learning Activities, *Safety, *Safety Education, Science Education, Secondary Education

As part of a health education program for K-12, this curriculum guide for grade eight provides: (1) a short overview of health education; (2) a scope and sequence chart which lists specific topics to teach on mental health, physical health, community health, and safety that are appropriate at different grade levels; (3) a list of objectives; and (4) sample learning activities and accompanying learning resources for each objective. Since health education is influenced greatly by individual value systems, activities are not designed to teach right or wrong but to encourage students to examine issues from different perspectives and then to form their own opinions. Activities involve a variety of teaching techniques including reading, discussion, guest speakers, audiovisual aids, worksheets, games, writing, and demonstrations. Some topics covered are the human body; alcohol, drug and tobacco; communicable diseases; first aid; nutrition; mental health; family life-heredity, growth and development; and consumer health. (DC)

ED 213 609 SE 036 492

Laetsch, W. M. Knott, Robert C.

Outdoor Biology Instructional Strategies (OBIS):

1972-79. Final Project Report.

California Univ., Berkeley. Lawrence Hall of Science.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—Apr 81

Grant—SED72-08523

Note—138p.; Contains occasional light and broken type.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Biology, Community Involvement, Community Organizations, *Curriculum Development, Ecology, Elementary School Science, Elementary Secondary Education, Instructional Materials, *Nonschool Educational Programs,

*Outdoor Education, Science Activities, *Science Course Improvement Projects, *Science Curriculum, Science Education, Science Instruction, Secondary School Science

Identifiers—National Science Foundation, *Outdoor Biology Instructional Strategies

Prepared for the National Science Foundation (NSF), this report summarizes the development and work of the Outdoor Biology Instructional Strategies (OBIS) project from 1972 to 1979. One hundred activities for ten- to fifteen-year-olds in community groups (scouts, clubs, camps, churches, etc.) were developed, field tested, revised, and made available to the public. The intent of the materials was to increase the environmental awareness, knowledge, and management skills of future decision makers by teaching about major biological concepts and ecological interactions in an informal educational setting. Special characteristics of the program include a national scope within regional and local diversity, flexible use patterns, "leader-proof" activities, multidisciplinary approach, and grassroots involvement. This report outlines, phase by phase, the procedures used in developing OBIS and offers a model useful to other curriculum developers interested in producing attractive, community-based materials. It discusses the folios, field and resource centers, community involvement, activity production, instructional strategies, domestic and international adaptations, and commercial production (1979-1981). (SK)

ED 213 610 SE 036 494

Laetsch, W. M. Linn, Marcia C.

Evaluation of Scientific Reasoning Ability in Naturalistic and Laboratory Tasks.

California Univ., Berkeley. Lawrence Hall of Science.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—80

Note—23p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, *Cognitive Measurement, *Cognitive Processes, Cognitive Style, Logical Thinking, *Performance Factors, Science Education, *Science Instruction, Secondary Education, *Secondary School Science, Secondary School Students, *Student Characteristics

Identifiers—Field Dependence Independence, National Science Foundation, *Science Education Research

The procedures, major findings, and conclusions of the Adolescent Reasoning Project are summarized in this final report to the National Science Foundation. Eleven different experiments were conducted to investigate the role of naturalistic and laboratory task content on scientific reasoning. Participants involved 1500 seventh, ninth, eleventh, and twelfth graders from three school districts varying in socioeconomic status, proximity to an urban area, and sophistication of course offerings in math and science. The appendix describes the purpose of each experiment and indicates the project report publication number that summarizes the results of the findings. The body of the report presents the integrated results of all the experiments and what the project staff thinks the results mean. Major findings are: (1) students respond to naturalistic and laboratory tasks differently; (2) differences in expectations about the task variables account for much of the variance between laboratory and naturalistic tasks; (3) subjects learn what they are taught about controlling variables and about expectations, but do not readily generalize their training to new situations; (4) scientific reasoning overlaps extensively with general ability, but also overlaps with an aspect of field-dependence-independence identified in the studies. (DC)

SO

ED 213 611 SO 013 398

Inventory of Educational Innovations in Asia and the Pacific.

Asian Centre of Educational Innovation for Development, Bangkok (Thailand).

Report No.—EIA-131-144

Pub Date—81

Note—54p.

Available from—UNIPUB, Box 433, Murray Hill Station, New York, NY 10016.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Comparative Education, Correspondence Study, *Educational Innovation, Educational Television, Elementary Secondary Education, Higher Education, Inservice Teacher Education, Program Descriptions, Radio
Identifiers—Australia, India, Japan, Korea, Malaysia, Philippines

Fourteen innovative educational programs implemented by countries in Asia and the Pacific region are described to aid other educators engaged in planning and implementing innovative programs. The programs are: faculty-oriented breakfast programme (Australia); farm school on the air (India); multimedia, inservice teacher training for primary teachers of Kerala State (India); educational broadcasting (Japan); the educational TV seminar for citizens along the Chuo Line (Japan); TV and radio broadcasting for open university education (Japan); the parents and children simultaneously watching TV movement in Saitama Prefecture (Japan); educational television service (Malaysia); educational radio service (Malaysia); educational broadcasting (Philippines); radio broadcasting for elementary schools (Republic of Korea); Air and Correspondence High School (Republic of Korea); and Air and Correspondence Junior College (Republic of Korea). (Author/RM)

ED 213 612 **SO 013 568**

Egbert, Robert L. And Others

Demographic Discontinuity: Social-Psychological Implications of Rapid Changes in the Size of the Youth Populations.

Nebraska Univ., Lincoln. Teachers Coll.
Spons Agency—Illinois Univ., Champaign; National Inst. of Education (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date—79

Grant—NIE-G-79-0035; P00770297

Note—27p.; For related documents, see SO 013 569-570. Charts may not reproduce clearly from EDRS.

Pub Type—Information Analyses (070) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Activism, Birth Rate, Cohort Analysis, *Conflict, Data Analysis, *Demography, Dissent, Elementary Secondary Education, Generation Gap, Higher Education, Population Growth, *Population Trends, *Relationship, Social Change, Social Problems, Social Science Research, Student Alienation, Tables (Data), Theories, Young Adults, *Youth

An important phenomenon of 20th century American society has been the occurrence of radical shifts in birth rate, fertility rate, and the number of births. This paper is the first of three which explore the relationship between changing proportions of youth in our society and the social, psychological, political, and economic impact of such changes. As background to a theoretical statement, the paper first presents demographic information for the United States from 1910 to 1979. Included are trend data on population growth, number of births, birth and fertility rates, and number and percent of youth in the population. The paper then presents a statement about the relationship between rapid changes in the size and proportion of a population group (demographic discontinuity) and psycho-social phenomena in society. It is suggested that whenever major demographic discontinuity exists between successive cohorts of youth, there will be substantial change in the interaction among youth and between them and the remainder of society. It is proposed that when there are rapidly increasing numbers in the youth cohorts there will also be more likelihood of stress between youth and society, social disturbances, and group-oriented youth behavior. In the case of decreasing numbers in the youth cohorts, there is likely to be less interest in youth by society, more individual expression of social concerns by youth, and greater individual anger and frustration. (Following the above theoretical statement, a post-dictive section of the paper views the statement in relation to past and current demographic and social trends and a predictive section suggests the impact that these changes may have on society and its institutions.) (Author/AV)

ED 213 613

Homze, Edward

Historical Verification of the Theory of Demographic Discontinuity.

Nebraska Univ., Lincoln. Teachers Coll.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Nov 79

Grant—NIE-G-79-0035

Note—38p.; For related documents, see SO 013 568 and SO 013 570. Graphs may not reproduce clearly.

Pub Type—Information Analyses (070) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Activism, Cohort Analysis, *Conflict, Data Analysis, *Demography, Dissent, Elementary Secondary Education, *European History, Generation Gap, Higher Education, Population Growth, Population Trends, *Relationship, Revolution, Social Change, Social History, Social Problems, Social Science Research, Tables (Data), Theories, Young Adults, *Youth

This paper is the second in a series exploring the impact of changing proportions of youth in our society. It attempts to verify the theory of demographic discontinuity (see SO 013 568) through historical analysis. The main part of the paper presents a careful analysis of five historical situations that are generally recognized as being important points of turmoil in western Europe. These are as follows: (1) the post-Napoleonic period culminating in the revolutions of 1830, (2) the revolutions of 1848, (3) the pre-World War I period, (4) the depression and pre-World War II age, and (5) the revolutions of the 1960s. The author concludes that the theory of demographic discontinuity seems to apply better to the 20th century than to the 19th. There is more generational awareness in the 20th century, but this might be a product of the social, economic, and educational trends which have lengthened entrance into adult society and widened the number of youth involved. The more sudden the increase in the youth generation and the more rigid the existing social structures, the greater the possibility of youthful activism. The theory would appear to be most useful as a predictor in the underdeveloped or developing world, since all the factors that caused the European disorders are present in them to a degree unprecedented in Europe. (Author/AV)

ED 213 614

Egbert, Robert L. Kluender, Mary M.

Personal Consumption Expenditures, Numerical Changes in the School Age Population, and Pupil-Teacher Ratio.

Nebraska Univ., Lincoln. Teachers Coll.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—79

Grant—NIE-G-79-0035

Note—19p.; For related documents, see SO 013 568-569.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Birth Rate, Cohort Analysis, Conflict, Data Analysis, *Demography, *Educational Change, Elementary Secondary Education, Expenditures, Hypothesis Testing, Population Growth, *Population Trends, *Relationship, *Schools, Social Change, Social Science Research, Student Teacher Ratio, Tables (Data), Theories, Youth

This paper is the third in a series exploring the impact of changing proportions of youth in our society. It describes an empirical test of the assertion that there is delay between population changes and societal response, even when those population changes are known in advance. For this study the social institution of schools was examined. Hypotheses were proposed based on the theory of demographic discontinuity (see SO 013 568); data used were teacher pupil ratios and personal consumption expenditures for the period 1929-30 to 1975-76. It was found that there is indeed a delay in society's response to rapid changes in the youth population, but that ultimately society does accommodate. The data are more supportive of the assertion as it relates to the number of youth than to youth as a percent of the total population. However, there were only two abrupt, major reversals in the size of the youth population during the period studied. Within that limitation, the assertion is supported reasonably well. (Author/AV)

SO 013 569

ED 213 615

Grossen, Earl L., Ed.

Philosophy of Education, 1980. Proceedings of the Annual Meeting of the Far Western Philosophy of Education Society (28th).

Far Western Philosophy of Education Society.
Pub Date—81

Note—110p.; For a related document, see ED 187 688.

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Accountability, Cultural Pluralism, Educational Administration, *Educational Philosophy, Educational Sociology, Educational Testing, *Educational Theories, Elementary Secondary Education, Higher Education, Moral Development, Public Education

This publication contains 12 papers presented at the 28th annual meeting of the Far Western Philosophy of Education Society. A wide variety of topics is discussed. For example, one paper titled "Democracy, Models, and a Paradigm for Internship," discusses the functions of educational administration. The theme of manipulation is examined in a paper titled "The Self Undercut by Power." Philosophical perspectives concerning contemporary issues in education are examined. The content-construct validity distinction in educational test theory is treated. The salient elements of Yves Simon's position on moral development are discussed. One paper deals with pictorial depiction and visual correspondence. Another deals with the crises in our public schools today. The question "Are American models applicable to Canadian sociology or should we have a Canadian sociology of education?" is examined. Topics of other papers include accountability, moral foundations and modern education, alternative models of cultural pluralism, and failure. An author's index concludes the proceedings. (Author/RM)

ED 213 616

Donovan, Katherine C.

Assisting Students and Scholars from the People's Republic of China: A Handbook for Community Groups.

National Academy of Sciences - National Research Council, Washington, D.C. Committee on Scholarly Communication with the People's Republic of China; National Association for Foreign Student Affairs, Washington, D.C.

Pub Date—Jul 81

Note—60p.

Available from—National Association for Foreign Student Affairs, 1860 19th Street N.W., Washington, DC 20009 (\$1.00, quantity discounts available).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Adjustment (to Environment), Chinese Culture, *Community Programs, Community Role, *Cross Cultural Training, Cultural Awareness, Culture Contact, Foreign Student Advisers, *Foreign Students, Higher Education, Housing, International Educational Exchange, Program Descriptions, *Program Development, Student Characteristics, *Student Exchange Programs, Student Needs, Volunteers
Identifiers—*China

This handbook suggests many different ways in which volunteers in community groups can assist students and scholars from the People's Republic of China (PRC) in adjusting to life in the United States. First, the introduction deals with the background of the attitudes and expectations of the men and women now coming to the United States and provides a profile of the students showing their diversity. Second, a description of how to organize a community program is discussed. Third, community programs are suggested that can be sponsored for these students. They are meeting the students/scholars on arrival; locating permanent housing; providing basic services such as an introduction to the supermarket and Chinese food stores, a walking tour of the neighborhood, and introducing banking; and providing continuing programs such as English conversation, home hospitality, and loan closets. Fourth, community programs are publicized. Finally, a third of the handbook is made up of five appendices. They are a "Pinyin" romanization and pronunciation guide to common Chinese surnames, (2) a chronology of the People's Republic of China and U.S.-China relations, (3) a selected

SO 013 608

reading list, (4) an international student service arrival service and sample arrival information request slip, and (5) a list of principal organizations working in specific areas of U.S.-China relations. (NE)

ED 213 617 SO 013 638

Quality of Life: An Orientation to Population Education. Abstract-Bibliography Series 2. United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific. Spons Agency—United Nations Fund for Population Activities, New York, N.Y.

Pub Date—81

Note—78p.

Available from—UNIPUB, Box 433, Murray Hill Station, New York, NY 10016.

Pub Type—Reference Materials - Bibliographies (13)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Education, Annotated Bibliographies, *Comparative Education, Education, Employment, Environment, Food, Health, Housing, Instructional Materials, Laws, Migration, Natural Resources, Nutrition, *Population Education, *Quality of Life, Religion, Social Values, Urbanization

Identifiers—Asia, Pacific Region

This annotated bibliography cites materials dealing with the issue of quality of life as an orientation to population education. Sixty-four percent of the 63 publications cited deal with Asia and the Pacific while the rest are from other regions of the world. The time span of the publications is 1971-1980. Since quality of life encompasses every part of living, the publications are organized into ten comprehensive classifications. They are: defining and measuring quality of life; general; food production; health and nutrition; education; environment and resources; migration, urbanization, human settlements, and housing; labour, manpower, employment; values, religion, ethics, psychological factors, and laws; and population education curriculum and instructional materials. The source of each publication is provided. (Author/RM)

ED 213 618 SO 013 732

Wirt, Frederick M. Christovich, Leslie J.

The Politicization of American Local Executives:

City Managers, Planners, and Superintendents.

Pub Date—Sep 81

Note—20p.; Paper presented at the Annual Meetings of the American Political Science Association (New York, NY, September 3-6, 1981) and at the Urban Research Conference of the International Sociological Association (Essen, West Germany, October 2-4, 1981). Not available from EDRS in paper copy due to poor reproducibility of original document.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Citizen Participation, *City Officials, Decision Making, Policy Formation, *Political Power, *Political Socialization, Self Evaluation (Individuals), Social Science Research, *Superintendents

The major purpose of this research was to determine if recent demand for more popular participation in local decision making has altered the urban executives' perceptions of their power position in local governance. The data for analysis consisted of responses to a national mail questionnaire conducted in early 1981 from city managers, planning directors, and school superintendents. Findings indicated that all three types of executives perceived an increase in local demands. Superintendents reported the largest increase. Neither the community context of the executives nor the administrators' experience explained the perceptions of increased local public demands. While perceiving more group demands, the executives have not found this participation inhibiting. All three executive types perceived heavily increased policy involvement and most reported increases in acceptance of their judgments by both political authorities and citizens. Two major reasons may be offered for these results. First, since these executives are also professionals, they receive their normative values and cues for action from professional networks as well as from politicians and citizen groups. While the local power context may strain these professional signals, these norms persist while local activity often does not. Second, the muffling of group turbulence may also

arise from the segmented nature of the urban political system. While greater group demands may exist, they may be unfocused and contradictory, resulting in little policy influence. (Author/RM)

ED 213 619 SO 013 839

Youssef, Nadia H.

Women and their Professional Future: An Assessment of Training Needs and Training Programs in Morocco.

Spons Agency—Agency for International Development (IDCA), Washington, D.C. Bureau for Near East.

Pub Date—Jun 78

Note—109p.; Appendices (in French) are marginally legible.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Affirmative Action, Comparative Education, Educational Practices, Elementary Secondary Education, *Employed Women, Employment Opportunities, Foreign Countries, Higher Education, *Job Training, *Needs Assessment, Occupational Mobility, Policy Formation, Public Policy, Recruitment, Social Workers

Identifiers—Morocco

This report examines the professional future of women in Morocco. There are five major sections. Section one provides background information about the report. An exploratory trip was made to Morocco to (1) investigate ways to promote the entry of a large number of women into the public sector and social service agencies and to upgrade those women who are currently employed into more responsible positions, and (2) identify local training organizations which do or can operate training programs for women. Section two describes the educational system of Morocco. There is a great deal of failure and withdrawal at all levels. Section three, entitled "Identification of Training Needs," deals first with common themes that emerged in discussions regarding particular areas of training for which there is national need and then identifies the particular segment of the female population which is in greatest need to participate in any projected training program. This is followed by a listing of some particular needs for training and supportive assistance which were articulated by specific organizations or individuals. Section four examines the opportunities for and constraints working against the promotion of women in the civil service. Emphasis is given in this discussion to existing mechanisms which might be maximized to work more favorably in the interest of women's upward mobility in the public sector. The report ends with a brief discussion in section five of what the policy implications might be for the different types of training programs. (Author/RM)

ED 213 620 SO 013 844

Fink, Joel

A Project to Improve Secondary Social Studies Instruction: An Overview of Critical Thinking Skills (Introduction to Social Inquiry, Ethical Development, & Civic Competence).

Oakland County Schools, Pontiac, Mich.

Spons Agency—Office of Elementary and Secondary Education (ED), Washington, D.C.

Pub Date—81

Note—31p.; Two pages may not reproduce well.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Critical Thinking, *Ethical Instruction, Hypothesis Testing, *Inquiry, Instructional Improvement, Moral Values, Secondary Education, Skill Development, Social Behavior, *Social Problems, *Social Studies, Units of Study, Values Education

The secondary social studies lessons in this publication are intended to help teachers improve instruction. Lessons are provided for the curriculum areas of social inquiry, ethical development, and civic competence. In the social inquiry lessons, students learn to describe and explain human behavior. In the ethical development lessons, students reason about what is morally right or wrong for an individual person to do. The concern of the civic competence lessons is with the formulation of a policy and law for the society as a whole. For each curriculum area there is an introduction, sample topics and focus questions, and an explanation of the thinking skills emphasized in the lessons. For each thinking skill, there are exercises for practice. Formulating and testing hypotheses are the major critical-thinking skills taught in the social inquiry lessons. The critical-thinking skills taught in the eth-

ical development and civic competence lessons are giving reasons for value positions taken, identifying factual claims being made in arguments, raising questions about the truth of factual claims, identifying undesirable consequences of policy positions, identifying value claims, raising conflicting values, and raising questions of consistency. The lessons are self-contained. Some examples follow. A hypothesis is presented followed by data. Students must decide whether the data support the hypothesis. In another exercise, students are given value positions (e.g., the use of marijuana should be legalized) and asked to write at least one reason to support the position. (Author/RM)

ED 213 621 SO 013 847

Womack, Sid T.

Differences in Commitment to Societal Components Between Three Age Groups.

Pub Date—5 Oct 81

Note—18p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavioral Science Research, Elementary Secondary Education, Family Life, *Moral Development, Neighborhoods, Patriotism, Religion, School Activities, Self Concept, *Social Values, *Student Attitudes, Voluntary Agencies

This study investigated quantitative differences in commitment between three age groups of children toward eight societal components: self, home, neighborhood, school, religion, voluntary membership organization, state, and country. Participating in the study were 469 school-age students in 18 randomly selected classrooms in six randomly selected school districts in southeast Texas. The sample had 169 fifth-grade students, 159 eighth-grade students, and 141 eleventh-grade students. Each student filled out a values questionnaire. Findings include the following. For values toward self, religious organization, voluntary membership organization, state, and country, there were significant differences in expressed values toward societal components between age groups. In every instance of a significant difference, the eighth-grade students scored lowest. This was not surprising since the early adolescent years are known to be a time of emotional turmoil, insecurity, and adjustment. From a quantitative point of view, the values toward these components were as high at the fifth-grade level as they could be expected to be during most of the remainder of the public school career. Values were not arranged in a linearly upward sequence, with older students expressing higher values than the younger. Much of the affective makeup of the individual appears to have been learned by the time he is in the fifth grade. It appears, then, that schools should expend considerable effort in nurturing values toward these components in the formative years of their students. (Author/RM)

ED 213 622 SO 013 875

DuVall, Charles R.

Report of Teacher Utilization of Ideas and Materials Related to the Global Education Workshops Conducted during September, 1980, Phase I.

Indiana State Dept. of Public Instruction, Indianapolis. Div. of Curriculum; Indiana Univ., South Bend. Div. of Education.

Pub Date—Oct 81

Note—76p.

Pub Type—Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Adoption (Ideas), Elementary Secondary Education, *Global Approach, *Information Utilization, Program Descriptions, Program Effectiveness, *Program Evaluation, Surveys, Teacher Attitudes, Teacher Workshops, Use Studies

Identifiers—Indiana Global Education Program

This report describes and evaluates the Indiana Global Education Program which developed teacher in-service training sessions, dissemination networks, materials, and resource centers to strengthen global education in Indiana Schools. The emphasis in this report is on how elementary and secondary Indiana teachers used the ideas and materials which they learned about in workshops sponsored by the Indiana Global Education Program in 1980. Questionnaires concerning the effectiveness of the workshops were sent to 389 teachers. The response rate was 46%. Findings include the following: Ideas and materials from the workshops were used primarily to supplement the regular in-

structional program. Over two thirds of the teachers viewed the ideas and materials as helpful or very helpful. The instructional effectiveness of the workshops was viewed as effective or very effective by approximately two thirds of the respondents. Overall, the ideas and materials proved to be most positively accepted by those teachers in the junior high/middle school range. The least acceptance was found on the part of primary teachers. Part two of the study, yet to be conducted, will involve in-depth, follow-up interviews of selected respondents. The appendices contain the cover letter to participants, a copy of the questionnaire, and responses to open ended questionnaire items. (Author/RM)

ED 213 623 SO 013 877
Mische, Patricia, Ed. And Others
Spirituality and World Order.

Global Education Associates, East Orange, N.J.
Pub Date—82
Note—49p.

Available from—Global Education Associates, 552
Park Avenue, East Orange, NJ 07017 (\$3.00,
quantity discounts available).

Journal Cit—Whole Earth Papers; n16 1982
Pub Type—Opinion Papers (120) — Collected
Works — Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Altruism, *Global Approach, Moral
Values, *Peace, Psychological Studies, *Religion
Identifiers—*World Order

Ten thematic articles explore the spiritual implications for the creation of a world of greater justice and peace. Examples of topics discussed in the articles follow. Some rather startling implications of recent findings in psychological and psychic research which suggest that we are at the threshold of new and deeper public understanding of the origins of human values are examined. The contribution of African religion to world order is discussed. The differences between Eastern and Western spiritual orientation are treated. One article stresses that the new world order is people, the possibility of their becoming more human, and the development of more just life structures for themselves. Other topics examined include the idea of a world covenant and the need for global spirituality. (Author/RM)

ED 213 624 SO 013 882
Dick, James Van Every, Ivalyn J.
Multi-Cultural Education: New Perspectives - New
Delivery Systems.

Pub Date—Nov 81
Note—46p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Detroit, MI, November, 1981). Appendices on pages 24-41 may not reproduce clearly from EDRS due to fading ink throughout original document.

Pub Type—Reports - Descriptive (141) — Reports
- Evaluative (142) — Speeches/Meeting Papers
(150)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Community Involvement, *Cooperative Programs, Coordination, Course Descriptions, Course Evaluation, Elementary Secondary Education, Ethnic Studies, *Inservice Teacher Education, *Multicultural Education, *Program Development, School Districts, Universities

This paper describes the cooperative development of multi-cultural inservice courses by the University of Nebraska Teacher Corps and the Omaha public schools. A planning group with representatives from the university and from the local school district met to develop courses to meet the specific needs of teachers in the project schools which include two elementary, one junior high, and one high school. The special requirements of the university were also considered as the course proposals were being developed. Three five-week courses were approved: (1) Introduction to Education That Is Multi-cultural; (2) Teaching Ethnic Studies; and (3) Teaching in Multi-cultural Schools. The paper describes the first of these three courses. At the first class session, teachers from all grade levels were given an overview of the concerns of multi-cultural education, shared what they were presently doing in the area of multi-cultural education, and identified related concerns and problems. The teachers then identified activities, speakers, and resources that were included in the course. Much planning and coordinating went into utilizing community resources. The course was evaluated in several ways including assessment of teacher projects and pre-and post-tests. Evaluations were positive. The paper

concludes with reflections and observations of the inservice coordinator. Appendices include course proposals, class schedules, evaluation forms and results, and selected planning documents. (Author/RM)

ED 213 625 SO 013 883
Graham, Hugh Davis
Short-Circuiting the Bureaucracy: Policy Origins
in Education.

Pub Date—28 Dec 81
Note—44p.; Paper presented at the Annual Meeting of the American Historical Association (Los Angeles, CA, December 28, 1981).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Bureaucracy, Educational History, *Educational Policy, *Federal Legislation, *Federal Programs, *Policy Formation

Identifiers—Higher Education Act 1965, Johnson (Lyndon Baines), Kennedy (John F.), *Task Force Approach

The Great Society's secret task forces created by Lyndon Johnson, particularly in the case-study area of federal education policy, show the use and misuse of the task force device. Modern use of it began with John F. Kennedy. Although he used the task force device effectively sometimes, he did not use it effectively in his educational programs in 1961 through 1963. The use of the task force device came to fruition under Johnson who initially designated 14 task forces that were to operate without publicity. The Gardner task force in education was typical. It is credited with innovating policy for Title III, IV, and V and the aid to developing colleges in the Higher Education Act. In assessing the relative contributions of task forces to education policy in 1964-65, it is necessary to consider some unique external circumstances. First, the Budget Bureau had a strategic position it enjoyed a substantive measure of initiative and control over the agenda and information flow of the part-time Gardner task force. Second, there was a logic and rhythm of presidential budgetary and fiscal policymaking. Finally, there was a starving of Great Society programs even while Johnson and his task forces, which kept increasing in number, wanted more program legislation. By using task force policy recommendations the Johnson Administration was able to short-circuit bureaucracy and get passed a greater amount of Great Society legislation. (NE)

ED 213 626 SO 013 884
Smith, Theodore, Ed.
History-Social Science Framework for California
Public Schools. Kindergarten through Grade
Twelve.

California State Dept. of Education, Sacramento.
Curriculum Framework and Instructional Materials Unit.

Pub Date—81
Note—62p.; Photographs may not reproduce clearly.

Available from—California State Department of Education, PO Box 271, Sacramento, CA 95802 (\$2.25).

Pub Type—Guides - Classroom - Teacher (052) —
Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Anthropology, Citizenship Education, *Curriculum Development, Curriculum Evaluation, Economics Education, Educational Objectives, Educational Philosophy, Elementary Secondary Education, Evaluation Criteria, Fundamental Concepts, Geography Instruction, History Instruction, Humanities, Political Science, Psychology, *Social Sciences, *Social Studies, Sociology

Identifiers—*California History Social Science Framework (1981)

This revised history/social science framework for grades K-12 is designed to be used as the basis for curriculum development at the local level in California. It can be used by teachers, curriculum specialists, school administrators, and local boards in other states as well. According to the framework, the central purpose of history/social science education is to prepare students to be humane, rational, understanding, and participating citizens in a diverse society and in an increasingly interdependent world. The first two sections describe the philosophy and major emphases of the framework. Section three includes knowledge, skills, values, and social participation goals. The fourth section indicates the

content or areas of study recommended for each grade level. In the fifth section, the basic concepts are defined for anthropology, economics, geography, history, political science, psychology, sociology, and the humanities. There are three appendices. Appendix A contains the criteria for evaluating instructional materials in history and the social sciences. In Appendix B, sections of the Education Code requiring the observance of special events are described. The antidogmatism policy of the California State Board of Education is contained in the third appendix. The framework concludes with a list of references. (Author/RM)

ED 213 627 SO 013 888
Watson, Patricia A., Comp.
Bibliography of Multi-Ethnic Resources.
Baltimore City Public Schools, Md.

Spons Agency—Maryland State Dept. of Education, Baltimore.

Pub Date—79
Note—42p.; For a related document, see SO 013 889.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Autobiographies, Biographies, Cultural Pluralism, Elementary Secondary Education, Ethnic Groups, Ethnicity, *Ethnic Studies, Immigrants, Instructional Materials, Minority Groups, *Multicultural Education, Racial Discrimination

This bibliography is intended to inform and acquaint teachers, administrators, and community persons in Baltimore, Maryland, with the multi-ethnic print and nonprint resources available for their use at the Pathway Project Resource Center. There are 14 parts to the listing: audiovisual materials, autobiographies and biographies; cultural pluralism; ethnicity in America; immigration in America; minorities in America; racism and discrimination; miscellaneous multi-ethnic materials; periodicals; resources relating to specific ethnic groups; annotated list of bibliographies; directories; curriculum and reference guides; an addendum; and audiovisual materials. Grade levels are indicated for each entry. (Author/RM)

ED 213 628 SO 013 889
Watson, Patricia A.

What is an Ethnic Group? A Multi-Ethnic Supplementary Learning Packet, Grade Levels: Elementary/Secondary, Grades K-9.
Baltimore City Public Schools, Md.
Spons Agency—Maryland State Dept. of Education, Baltimore; Office of Elementary and Secondary Education (ED), Washington, D.C.
Ethnic Heritage Studies Program.

Pub Date—80
Note—72p.; For a related document, see SO 013 888.

Pub Type—Guides - Classroom - Teacher (052) —
Guides - Classroom - Learner (051)

EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Class Activities, Elementary Secondary Education, Ethnic Groups, *Ethnic Studies, *Multicultural Education

The activities in this publication will help elementary and secondary students learn about ethnic groups. The first part of the publication contains teacher instructions. The second part contains the activity dittos for students. Some examples of the kinds of activities provided follow. Students are asked to define and list the characteristics of an ethnic group. They write a letter to a friend explaining an ethnic group. One activity asks students to gather information about their family background and complete their family tree. Students read about and compare how Christmas is celebrated in different countries around the world. In another activity, students read ethnic riddles and guess the name of the ethnic group to whom the riddle applies. Students play ethnic games and learn ethnic folk dances. In other activities, students unscramble words to spell the name of the ethnic group and study the ethnic groups of Baltimore. (Author/RM)

ED 213 629 SO 013 894
Feider, R. Dell
Challenges in Professional Development and Outreach.

Pub Date—20 Nov 81
Note—8p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Detroit, MI, November 20, 1981).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Role, Educational Needs, Educational Objectives, *Educational Quality, Educational Research, *Educational Responsibility, Elementary Secondary Education, Higher Education, *Professional Development, *Public Education, *Social Studies, Standards, Teacher Education

This paper discusses what colleges and universities can do to improve the capacity of the public schools to deliver quality education in social studies and other areas to America's children. The quality of public education can be improved by changing the system for delivering education and by improving the quality of teaching. Colleges and universities can give direction and provide leadership for the development of both these changes through research, teaching, and service. First, higher education institutions can conduct research to establish the efficacy of new delivery systems such as mini-computers for education and then help incorporate these new or improved systems into the existing school patterns. Secondly, better teacher training programs are needed. Colleges must insist on extended periods for teacher training, pushing for fifth and sixth year programs. Also, more teacher training needs to take place in the real school setting. Thirdly, recalling how social studies educators in Texas were unable recently to stop the passage of a bill that abolished social studies textbooks in the primary grades, the author stresses the pressing need for social studies educators to join together to provide a model for social studies nationwide. Social studies educators must communicate what they stand for, devise teacher training programs, and direct their research and service efforts toward implementing that model. They must collectively agree on what social studies is supposed to do for students in the schools and decide how teachers of social studies must behave if they are to produce those outcomes. (Author/RM)

ED 213 630

SO 013 895

Reel, J. V., Jr.

Using Opera in the Social Studies Classroom: The

Child in Opera.

Pub Date—29 Dec 81

Note—15p.; Paper presented at the Annual Meeting of the American Historical Association (Los Angeles, CA, December 29, 1981).

Pub Type—Guides - Classroom - Teacher (052) —

Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Children, Educational History, Foundations of Education, Higher Education, *History Instruction, Interdisciplinary Approach, *Opera, Secondary Education, *Social Attitudes, Social Change, *Social History, *Social Studies

This paper discusses how to use opera in secondary and college courses to illustrate and clarify historical developments. For example, opera can be used in social history courses to help students understand changing social attitudes toward the child in the 19th and 20th centuries. Students are first required to read a basic work on the history of the child to learn about public attitude change of this period, particularly as it affects education. The teacher can also use lecture and discussion to draw attention to the two differing theories of child education of this era. Students are then required to examine operas to see how and by whom the child is portrayed on the opera stage. They also examine operas recommended for children to see or hear. The opera of this period affords a demonstration of the change from little, if any, public concern for the child to a society in which the child plays a considerable role. Specific illustrations are provided in the paper. For example, just as there was a broadening interest in children's education in the middle years of the 19th century, so the role of the child on stage increased. First, the children's chorus appeared in operas such as Lortzing's "The Poscher." Meyerbeer's "Prophet" contains a cathedral choir-school chorus. Thereafter, children's choruses are frequently found. From the last decade of the 19th century into the middle of the 20th century the state became increasingly involved in all aspects of the child's life. It was at this time the composers began to write full scale operas such as "Hansel and Gretel" designed for children to see. (Author/RM)

ED 213 631

SO 013 896

Beyer, Barry K., Ed. Gilstrap, Robert, Ed.

Writing in Elementary School Social Studies.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Report No.—ISBN-0-89994-267-9

Pub Date—82

Contract—400-78-0006

Note—205p.

Available from—Social Science Education Consortium, Inc., 855 Broadway, Boulder, CO 80302 (\$10.95).

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Case Studies, Classroom Environment, Educational Research, Elementary Education, Models, Self Concept, *Social Studies, *Teaching Methods, Writing Instruction, Writing Readiness, Writing Research, *Writing Skills

This book is designed to provide elementary school teachers with information, suggestions, and models for using writing in the social studies, from early primary to middle grades. There are four major chapters to the book. Chapter I is titled "Research on the Teaching of Writing." The articles in this first section move from a survey of research in writing to a survey of classroom practice in the use of writing in elementary school social studies and finally to a specific classroom study that integrates the two areas and presents specific implications for the study and teaching of writing. Chapter II is titled "Developing Readiness in Writing." The first two articles stress two important aspects of a classroom environment that nurtures and supports student writing. The remaining five articles describe techniques such as interviewing, exploring the past, and brainstorming that teachers can use to initiate writing. The title of Chapter III which contains seven articles is "Using Writing to Learn Social Studies Content." The articles describe ways in which writing can be used to help students learn social studies information or develop social studies generalizations. Another describes how writing can be used to conduct simulated field trips in the social studies classroom. The title of Chapter IV is "Combining Writing with Social Studies." Discussed are three essential supports for a successful program: a detailed curriculum guide, inservice teacher training, and cooperative teacher/administrator assessment procedures. The book also cites related resources in the ERIC system. (Author/RM)

ED 213 632

SO 013 899

Rosenzweig, Mark R., Ed. Porter, Lyman W., Ed.

Annual Review of Psychology, Volume 33, 1982.

Annual Reviews, Inc., Palo Alto, Calif.

Report No.—ISBN-0-8243-0233-8

Pub Date—82

Note—744p.; For a related document, see ED 198 049.

Available from—Annual Reviews Inc., 4139 El Camino Way, Palo Alto, CA 94306 (\$22.00 USA, \$25.00 elsewhere).

Pub Type—Opinion Papers (120) — Information Analyses (070) — Books (010)

Document Not Available from EDRS.

Descriptors—*Behavioral Science Research, Genetics, Higher Education, Information Processing, Intergroup Relations, Mental Retardation, Models, Organizational Change, Organizational Development, Personnel Selection, *Psychology, Social Psychology, Vision

Identifiers—Latin America

This volume contains 20 essays on current research in representative areas of psychology. The authors are professors and researchers at universities in the United States, England, Colombia, Poland, Australia, the Netherlands, France, and Canada. A wide range of topics is discussed. Included among these are social psychology of intergroup relations; color vision; endorphins and behavior; psychology in Latin America today; social motivation; touch in primates; group research; social approaches to abnormal behavior; behavioral studies of associative learning in animals; mental retardation; organizational development and change; brain function, synapse renewal, and plasticity; human behavior genetics; the psychology of law; information processing models; large group awareness training; organizational behavior; personnel selection and classification; consumer psy-

chology; and environmental psychology. The volume concludes with author and subject indexes, cumulative indexes of contributing authors and chapter titles for volumes 29-33, and a list of chapter titles planned for volume 34 in 1983. (Author/RM)

ED 213 633

SO 013 904

Hartwig, Gerald W., Ed. And Others

Intercultural and International Education in the Schools of North Carolina. Occasional Paper No. 3.

Duke Univ., Durham, N.C. Center for International Studies.

Pub Date—77

Note—78p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—African Culture, Asian Studies,

*Cross Cultural Studies, Curriculum Development, Demography, Elementary Secondary Education, *International Education, Personality, Racial Factors, Relevance (Education), Social Science Research, *Social Studies, Student Experience, Study Abroad, Travel

Identifiers—North Carolina

This publication contains frank discussions of intercultural educators' high and low points in North Carolina during the past five years. Since the fall of 1971 the social studies curriculum for the public schools of North Carolina has specifically included the study of Africa and Asia. There are seven articles. The first article discusses why and how the social studies curriculum became internationalized. The second article describes a project which developed supplementary materials dealing with Africa and Asia for classroom use. The next four articles examine the experiences of a group of students participating in a travel-study program in Nigeria. How racial factors, personality, and demographic factors affected the students' experiences is examined. The last article discusses the characteristics of a successful intercultural program. A key characteristic is relevance. Students demonstrate a greater desire to learn that which has specific meaning and relevance for their everyday concerns while, simultaneously, greater effort is required to learn that which possesses the quality of distance. A successful intercultural program must overcome the problem of distance. (Author/RM)

ED 213 634

SO 013 905

Makino, Yasuko

Japan through Children's Literature: A Critical

Bibliography. Occasional Paper No. 5.

Duke Univ., Durham, N.C. Center for International

Studies.

Pub Date—78

Note—60p.

Pub Type—Reference Materials - Bibliographies

(131)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Annotated Bibliographies, Art, *Asian Studies, *Children's Literature, *Cultural Awareness, Elementary Education, Fiction, Folk Culture, Music, Poetry, Social Studies

Identifiers—*Japan

This critical annotated bibliography cites literature intended to help American children acquire an accurate image and understanding of Japan and Japanese culture. Of the approximately 300 items reviewed, over 150 have been included. The author selected for inclusion both good and bad publications to give teachers an idea of what to look for in choosing and evaluating books about Japan. Each book is evaluated in terms of content and accuracy in portraying Japan. Grade levels are indicated. The bibliography is divided into sections on art, music, fiction, folklore and legend, poetry, and social studies. Reference materials for further research are cited. The 50 most recommended titles are listed. A title index is included. (Author/RM)

ED 213 635

SO 013 907

Hoepfl, Nancy L. And Others

Great Decisions '82: Impartial Background and

Analysis of Eight of the Most Important Foreign

Policy Issues Facing the U.S.

Foreign Policy Association, New York, N.Y.

Spons Agency—National Endowment for the

Humanities (NFAH), Washington, D.C.

Report No.—ISBN-0-87124-072-6

Pub Date—82

Note—96p.

Available from—Foreign Policy Association, Inc., 205 Lexington Avenue, New York, NY 10016 (\$6.00).

Pub Type—Guides - Classroom - Learner (051)

Document Not Available from EDRS.

Descriptors—Adult Education, Citizenship Education, *Current Events, Elementary Secondary Education, *Foreign Policy, Inflation (Economics), National Defense, Natural Resources, Public Affairs Education

Identifiers—Central America, Europe, Japan, Palestinians, Poland, USSR

This study and discussion guide covers eight major U.S. foreign policy issues. It is designed to help high school and college level students and adults understand the complexities of foreign policy issues and to articulate their own informed opinions. Sponsored nationally by the nonpartisan Foreign Policy Association and now in its 28th year, the Great Decisions program is the largest study/discussion program in the United States on current foreign policy issues facing the nation. During February and March 1982 more than 150,000 Americans in all states met for eight sessions to discuss each of eight foreign policy topics regarded as high priority issues on the nation's agenda. The opinions of the program participants will be tabulated and a national opinion ballot report will be presented in June 1982 to the President, Secretary of State, and members of Congress. For each topic the discussion guide provides historical background, examines the subject impartially, explores the decisions facing citizens and their policy-makers, and debates the options. Topics are: (1) America's Defense: What Price Security?; (2) Western Europe and the U.S.: Frictions Among Friends; (3) Central America: Fire in the "Front Yard"; (4) The Palestinians: History, Politics, and Conflict; (5) Protecting World Resources: Is Time Running Out?; (6) Japan: Strategic Ally, Economic Rival; (7) Global Inflation: Is There a Cure? and (8) Poland and the U.S.S.R.: Troubles in the Workers' Paradise. Opinion ballots are appended. (Author/RM)

ED 213 636 SO 013 911

Fredriksen, John C., Comp.
Resource Guide for the War of 1812.

Pub Date—79

Note—165p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Higher Education, Resource Materials, Secondary Education, *United States History, *War

Identifiers—*Military History, *War of 1812

This bibliography cites print materials dealing with the War of 1812. Textbooks, papers, journal articles, primary source materials, and manuscripts are listed. The bibliography is organized by the following 13 sections: General Texts; West and Northwest Frontier; Lake Erie; Niagara Frontier and Lake Ontario; The St. Lawrence and Lake Champlain; The Atlantic Seaboard; Chesapeake Bay; The South; The War at Sea; Politics and Peace; Military and Biographical; Indians; and Prisoners of War. Also included is a description of United States and British and Canadian regiments in the war and a chronology of the war on land and sea. (Author/RM)

ED 213 637 SO 013 912

Mathews, Gary Steven

An Examination of Designing Instruction at Three Levels for a Mastery Approach to Social Studies Education: A Practical Guide for Administrators and Teachers.

Pub Date—Oct 80

Note—123p.; Degree of Specialist in Education, University of Southern Mississippi.

Pub Type—Dissertations/Theses - Undetermined (040) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Check Lists, Course Descriptions, *Curriculum Design, Flow Charts, Literature Review, *Mastery Learning, Models, Secondary Education, *Social Studies, Units of Study

Identifiers—Blooms Taxonomy

The purpose of this study was to provide New Orleans public school administrators and teachers with the information and tools needed to design a systems-based mastery learning (ML) approach to secondary social studies teaching and learning. The following information and tools are provided in this report. There is an introduction to the basic philosophy, concepts, and terminology associated with ML and systems based instructional design (SBID). The study provides a review of related literature, both conceptual and field-related with respect to ML,

social studies teaching, and SBID. John B. Carroll's Model of School Learning is viewed as the major theory behind mastery learning. Bloom's taxonomy of educational objectives as a basis for determining program, course, and unit goals for the social studies is reviewed. The study describes how a systems-based model can be used to design instruction, program and course syllabi, and an instructional unit. Flow charts and checklists on each of these processes are provided. Also included are an exemplary program syllabus, course syllabus, and instructional unit in social studies designed for group-based ML and developed with respect to SBID. (Author/RM)

ED 213 638 SO 013 913

Astin, Katherine, Ed. And Others

Practical Law in Utah, Second Edition. Utah

Supplement to Street Law.

Utah State Office of Education, Salt Lake City.

Spons Agency—Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C.

Pub Date—Oct 81

Grant—LEAA-S-80-JD-(D)-1-7

Note—204p.; Some pages marginally legible.

Pub Type—Guides - Classroom - Learner (051) —

Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Civil Liberties, Courts, Criminal Law, Delinquency, Family (Sociological Unit), Housing, *Laws, Lawyers, *Legal Education, Marital Status, Secondary Education, Youth Problems

Identifiers—Consumers, Juvenile Justice System, *Utah

This guide on law education is designed for high school students. Objectives are to give a fundamental understanding of Utah law in those areas that may be encountered personally, show how laws are made, and explain what to do if you become involved with the law. This volume is arranged in seven chapters. Topics include: (1) an introduction to Utah street law—what it is and who makes the law, types of law, the court system, and the role of the lawyer; (2) criminal law—classification of crimes, defenses, and criminal justice process; (3) juvenile law—how a juvenile enters the juvenile justice system, certification as an adult, and what to do with the juvenile; (4) consumer law—public agencies and small claims court, Deceptive Sales Practices Act, repair and estimate fraud, contracts, credit, default and collection practices; (5) family law—getting married and divorced and rights and duties of parents and children; (6) housing law—landlord-tenant relations, mobile homes, home ownership; and (7) individual rights and liberties. Each chapter has an appendix which lists main organizations, agencies, and groups to use as resources in the state of Utah when dealing with questions arising from that chapter's topic; a list of "where you live" questions and answers, and a glossary. (NE)

ED 213 639 SO 013 914

Smith, Donna Ridley, Comp.

Non-Western Music: A Selected Bibliography of Materials in the California State University, Sacramento Library. Third Edition. Bibliographic Series No. 10.

California State Univ., Sacramento. Library.

Pub Date—82

Note—51p.

Available from—California State University, Library, 2000 Jed Smith Drive, Sacramento, CA 95819 (free).

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Books, Indexes, Library Collections, *Music, Nonprint Media, *Non Western Civilization, Reference Materials

Identifiers—Africa, Asia, Middle East, Oceania

This bibliography cites materials dealing with non-western music which are in the Sacramento Library at California State University. The geographic areas covered are Oceania, Africa, the Middle East, and all of Asia. Listed are reference works, encyclopedias, monographs, bibliographies, songbooks, filmstrips, audiotapes, and indexes to periodicals and collections. Call numbers are provided. Some entries are annotated. (Author/RM)

ED 213 640 SO 013 915

Consumer Education Materials: An Annotated

List. Revised Edition.

Alberta Consumer and Corporate Affairs, Edmonton. Resource Centre.

Pub Date—82

Note—161p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Advertising, Annotated Bibliographies, Budgets, Business Education, Conservation (Environment), Consumer Economics, *Consumer Education, Consumer Protection, Credit (Finance), Elementary Secondary Education, *Library Collections, Nutrition, Purchasing, Resource Materials, Social Studies

This annotated list is intended to help K-12 librarians and teachers identify consumer education materials. All materials listed are in the Alberta Consumer and Corporate Affairs Resource Centre, Edmonton, Alberta, Canada. The materials treat a wide variety of topics including advertising, purchasing, budgets, business education, conservation of natural resources, consumer protection, credit, drugs, decision making, economics, energy conservation, finance, nutrition, house buying, fraud, insurance, product safety, shopping, and values. There are three major sections: materials (which include books, monographs, and other print materials), 16 mm films, and periodicals. Items are listed alphabetically by title within each section. The information provided for each entry includes title, format, author, publisher, date of publication, description of contents, price range, grade level, Library of Congress classification number, Dewey Decimal classification number, and subject headings. To help users find materials on a specific topic, a subject index is provided. A list of publishers, producers, and suppliers with addresses is included. Also provided is a list of sources of free and inexpensive materials. (Author/RM)

ED 213 641 SO 013 916

Heinz, Elgin

Planning a Teachers' Workshop on Japan.

Von Loewenfeldt (Charles), Inc., San Francisco, CA.

Spons Agency—Embassy of Japan, Washington, DC.

Pub Date—Oct 80

Note—63p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Area Studies, *Cross Cultural Studies, *Curriculum Development, Design, Elementary Secondary Education, Global Approach, Guidelines, Models, Organization, *Planning, Resource Materials, Social Studies, *Teacher Workshops

Identifiers—*Japan

This publication is a basic "cookbook" for social studies educators who want to plan and organize a workshop dealing with another culture for elementary and secondary teachers. Japan has been chosen as the model. However, most of the suggestions can be used to present a workshop on another culture as well. There are six major sections. The first section discusses the topic "Why a Workshop on Japan?" Reasons for teaching from a global perspective and for using Japan as a model are examined. The purpose of the workshop is discussed. The second section deals with "Basic Decisions" which must be made when planning a workshop. Some of the questions discussed are intended audience, level, and topics to be emphasized. "Planning the Workshop" is the topic of the third section. Sources of ideas and materials for planning a workshop on Japan are presented. Also discussed are when and where the workshop should be held, the cost of a workshop, and how the workshop's expenses will be met. The fourth and fifth sections deal with planning the program and arrangements. General rules for program planning and handouts and display materials are discussed. Several different formats to be used to present themes and topics are discussed—lecture, panel discussion, show and tell, games, materials-methods tryout or creation. Creature comforts, equipment, and hospitality are dealt with. The publication concludes with a description of things to do such as sending thank you letters to guest speakers after the workshop is over. The appendices contain a number of useful resources including a list of resources for teaching about Japan. (Author/RM)

ED 213 642 SO 013 918

Doyle, Roberta E. Pappas, Anthony A.
Math Activities for Teaching about Aging.
Acton-Boxborough School District, Acton, Mass.
Spons Agency—Department of Education, Wash-
ington, D.C.
Pub Date—82
Note—66p.

Available from—Teaching and Learning about Ag-
ing, McCarthy-Towne School, Acton, MA 01720
(\$5.00).

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Aging (Individuals), *Aging Educa-
tion, Class Activities, *Interdisciplinary Ap-
proach, *Mathematics Education, Population
Growth, Secondary Education, *Social Studies
Identifiers—Social Security

By participating in these class activities, students will acquire mathematical skills and at the same time learn about aging. Topics related to aging are often quantitative, and therefore, subject to mathematical analysis and procedures. The activities, which contain teacher suggestions and all student handouts, deal with seven topics. In the first activity, "Graying of America," students extract data from a graph of U.S. population growth to solve problems which illustrate changes in the age structure of society as they and their parents grow older. "Life Expectancy" is the topic of the second activity. Students use actuarial data to compute the probability of surviving a given number of years beyond a certain age. In the third activity, "Compound Interest and Population Growth," students gain insight into population growth by working through a problem involving compound interest and then applying the same mathematical concepts to a problem involving birthrates and deathrates. The fourth activity deals with "Changing Age Structure and Implications." Using bar graphs and mathematical skills, students estimate by age groups the proportion of people in society who are economically productive compared to those who are primarily consumers of goods and services. The last three activities deal with social security. Students compute the amount a typical worker can expect to pay into social security and the amount he or she can expect to receive during retirement. They also write a computer program to estimate 1978 revenues and expenditures. (Author/RM)

ED 213 643 SO 013 920

Topping, Mary
Artists in the Schools Program Evaluation: Pro-
gram Evaluation Report.

Arts Council of Tampa-Hillsborough County, FL.
Spons Agency—Department of Education, Wash-
ington, D.C.

Pub Date—31 Aug 81
Note—275p.; Some pages may not reproduce
clearly from EDRS in microfiche or paper copy
due to small and broken print type throughout
original document.

Pub Type—Reports - Evaluative (142)
EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Architecture, *Art Education, *Art-
ists, Dance, Educational Needs, Elementary Sec-
ondary Education, Fiction, Film Production,
Interdisciplinary Approach, Measurement Tech-
niques, Music Education, Photography, Poetry,
Program Evaluation, *School Community Pro-
grams, Tables (Data), Theater Arts

Identifiers—*Artists in the Schools Program

This study evaluated the Artists in the Schools
(AIS) program of the Tampa-Hillsborough County
schools, Florida. Over 100 artists and 3000 teachers
who participated in the AIS program taught archi-
tecture, dance, fiction writing, filmmaking, music,
photography, poetry, and theatre to over 100,000
elementary and secondary students. The program
emphasized that the arts are participatory and part
of everyday life. Pre- and posttests were adminis-
tered to students. In addition, principals, curriculum
specialists, teachers, artists, parents, and school
board members were observed and/or interviewed
about the program. The results indicated that the
AIS program was perceived as adding a great deal
to the curriculum and to the positive attitudes of
the people involved. However, there is a need for additional
orientation to the program and ways to inte-
grate it into mathematics, the natural sciences, and
the social sciences. Further role definitions are
needed for principals, artists, and students. An in-
service training program has been designed in re-
sponse to these needs. The appendices which
comprise the bulk of this report contain the evalua-

tion model and instruments used and tables of data
showing the evaluation results by the eight program
areas listed above. (Author/RM)

ED 213 644 SO 013 921

Lazo, Dimitri D.
Comparative Explorations of the Black and Immi-
grant Experience: Teaching Ethnic Studies at
Alverno College.

Pub Date—30 Dec 81
Note—30p.; Appendix 2 and some portions of Ap-
pendix 3 containing copyrighted poetry and a
short story were removed. Paper presented at the
Annual Meeting of the American Historical As-
sociation (Los Angeles, CA, December 30, 1981).

Pub Type—Reports - Descriptive (141) — Guides
- Classroom - Teacher (052) — Speeches/Meet-
ing Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Blacks, *Black Studies, Comparative
Analysis, Course Descriptions, *Ethnic Studies,
Higher Education, *Immigrants

This paper describes an ethnic studies course
taught at Alverno College, Milwaukee, Wisconsin.
The course is offered as a two semester, hour elec-
tive in the Weekend College which provides women
an opportunity to complete a college degree by at-
tending classes on weekends only. The course meets
for three hours every other weekend for a total of
seven sessions. Because Milwaukee has a large black
population and a history of racial conflict, the course
concentrates on comparing the experiences of
the blacks with the experiences of immigrants. The
first session explores the concept of ethnicity and
relates it to contemporary American life. The next
two sessions concentrate on the immigrant expe-
rience, addressing such issues as residential and
employment patterns, generational tensions, and
the process of adaptation, acculturation, and assimila-
tion. The fourth and fifth sessions of the course
deal with black life and history, emphasizing slav-
ery, the conflicting strategies of Booker T. Washing-
ton and W.E.B. DuBois for black progress, and the
black migration to urban-industrial America. The
last two sessions are a comparative exploration of
the black and immigrant experience. Required read-
ings in the course are Colin Greer's collection of
essays "Divided Society: The Ethnic Experience in
America," Thomas Sowell's "Race and Economics,"
and Federman and Bradshaw's collection of ethnic
prose and poetry "Speaking for Ourselves." Stu-
dents discuss the readings in class and write essays
about them. Students are also asked to write a
family history. Appendices contain a class calendar,
sample class assignments, and a guide for a family
history. (Author/RM)

ED 213 645 SO 013 924

Volan, Sissel
An Approach to Peace Education. Development
Education UNICEF School Series No. 6.

United Nations Children's Fund, New York, N.Y.
Pub Date—80

Note—47p.
Available from—United Nations Children's Fund,
866 UN Plaza, New York, NY 10017 (\$2.50).

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Class Activities, Conflict, Conflict
Resolution, *Disarmament, Futures (of Society),
Global Approach, Intermediate Grades, Nuclear
Warfare, *Peace, Resource Materials, Secondary
Education, *Social Studies, World Affairs

Identifiers—United Nations

This publication contains classroom activities and
fact sheets intended to teach intermediate and sec-
ondary level students about international under-
standing, cooperation, and peace. A background
paper for teachers and a bibliography are also in-
cluded. Following a very brief introduction in Part
I, Part II contains teacher's notes and suggestions
for classroom activities in four areas: conflict study
and conflict solving; the arms race, disarmament,
and development; peace; and our role in developing
the future. Students are involved in many different
kinds of activities. For example, they analyze a war
film, read and discuss books, make wall posters pre-
senting information about military expenditures and
development, conduct research about the functions
of the United Nations, and participate in simula-
tions. Part III contains the background paper, fact
sheets, and the bibliography. The paper discusses
"Conflict Studies and Peace Education." Fact
sheets are provided on various topics: military ex-
penditures and arms, arms transfers, research and
development, disarmament and development, and

the United Nations and disarmament. A list of
books, reports, posters, films, and other publications
concerning disarmament is included. The appen-
dices contain six masters for overhead projection
transparencies. (Author/RM)

ED 213 646 SO 013 928

Parker, Franklin
Behind the Evolution/Creation Controversy.

Pub Date—Feb 82
Note—16p.; Paper presented at the West Virginia
University Benedum/Centennial Lecture Series
(Morgantown, WV, February 9, 1982). For a
related document, see ED 207 904. Some pages
may be marginally legible.

Pub Type—Information Analyses (070) — Spee-
ches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Conflict, Court Litigation, *Crea-
tionism, *Educational History, Educational
Needs, Elementary Secondary Education, *Evo-
lution, Public Education, Scientists, State Legisla-
tion, Teacher Response

Identifiers—Arkansas

This paper discusses the historical background of
the creationist movement, presents Federal Judge
Overton's analysis of why and how the Creationists
got the equal time evolution/creation teaching law
passed in Arkansas, and examines how scientists
and educators are reacting to the controversy. Crea-
tionists were set back when Overton declared Ar-
kansas' 1981 equal time law unconstitutional on
January 5, 1982. Overton's decision called the Ar-
kansas law a subterfuge for state-enforced public
school teaching of religion. The passage of the leg-
islation had been carefully orchestrated by Paul Ell-
wanger, a fundamentalist who developed "balanced
treatment" model bills omitting religion or God so
as to withstand constitutional challenge and used
wording that appeals to Americans' sense of fair
play in presenting both sides. Judge Overton traced
the origin of fundamentalism as evangelical Protest-
ant reaction to modernism and change. Fundamen-
talists disagree with Darwin's theory of evolution.
They were upset by late 19th and early 20th century
German biblical criticism. In the 1920's they cam-
paigned successfully against drinking (Prohibition)
and introduced 37 anti-evolution teaching bills.
Fundamentalists won in the Scopes trial. Not until
the 1957 Soviet Sputnik frightened Americans to
improve science teaching did the National Science
Foundation finance new biology textbooks with
evolution as a basic concept. This was one factor
that stimulated the Creationists' recent activism.
Late to respond, scientists and educators have or-
ganized committees of correspondence in 44 states
to fight Creationists' national campaign aimed at
having fundamentalists introduce a model equal
time bill in most state legislatures and in the U.S.
Congress. (Author/RM)

ED 213 647 SO 013 929

Taxel, Joel
Sensitizing Students to the Selective Tradition in
Children's Literature.

Pub Date—19 Mar 82
Note—27p.; Paper presented at the Annual Meet-
ing of the American Educational Research As-
sociation (New York, NY, March 19, 1982).

Pub Type—Guides - Classroom - Teacher (052) —
Speeches/Meeting Papers (150) — Reports - De-
scriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Children's Literature, Evaluation
Criteria, Higher Education, Preservice Teacher
Education, *Racial Bias, *Sex Bias, Sex Stere-
otypes, *Teaching Methods

In this paper, a professor discusses how he uses his
college-level courses in children's literature as a
vehicle through which the significance of selective
tradition can be made apparent. Selected tradition is
defined as an intentionally selected version of the
past or present that is powerfully operative in the
process of social and cultural identification. The pri-
mary teaching method is to have college students
read children's books and discuss them in light of
their own experience and in reference to additional
information contained in articles or presented in
lectures. To discuss sexism or racial stereotyping,
the professor usually begins by having students read
a book that is obviously and blatantly stereotyped
such as Hogan's "Nicomedeas and the Little Black
Pig." Students then move on to study the pervasiv-
ness of the stereotypes of the other books they have
read and discuss the importance of balancing the
reading of sexist material. Another effective

strategy is to compare two books written about a similar subject, setting, and theme. For example, *Forbes* "Johnny Tremain" depicts the American Revolution as an epic struggle pitting the forces of progress and virtue against those of evil tyranny and reaction. The fact that the struggle for liberty and freedom occurred at the very time that slavery was being institutionalized in many colonies is never mentioned in this book. In contrast *Edwards* "When the World's On Fire" discusses the Revolutionary War from the point of view of a nine-year-old slave. Comparative reading of these books makes a deep impression on students, most of whom never thought to consider how a black person would have perceived the Revolutionary War. (Author/RM)

ED 213 648 SO 013 930
Tazel, Joel

A Literature Review of the Impact of Walt Disney Productions Inc. on American Popular Culture and Children's Literature.

Pub Date—19 Mar 82

Note—34p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19, 1982).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Animation, Cartoons, *Children's Literature, Literature Reviews, Marketing, Merchandising, *Popular Culture, Production Techniques, Technological Advancement
Identifiers—Disney (Walt)

This paper provides an overview of the literature about Walt Disney and his many diverse enterprises. In order to show how the processes of production shape and affect the final content and form of items of popular culture, the paper first discusses some of the many technological advances achieved by the Disney studio. Disney's groundbreaking use of color and sound and his achievement of greater realism through the introduction of the illusion of depth and more precise movement were crucial factors in his studio's rapid ascension to a preeminent position among makers of animated films. It seems likely that the sheer technical brilliance and novelty of the films had as much to do with their popularity as did their content. How the internal processes of production—artists' schools, bureaucratization of the studio chain, and specialization—also affected the content and quality of Disney's popular cultural products are discussed in the second part of the paper. Merchandising and distribution also played a role in building the Disney empire. The third section provides an overview of the ways that Disney capitalized on the enormous popularity of Mickey Mouse, Donald Duck, and the characters from virtually every film he produced to set up an elaborate, and extremely lucrative system of licensing, franchising, and merchandising. The concluding section considers commentary pertaining to Disney's adaptations of classics in children's literature. The literature shows near unanimous agreement that Disney's treatment of many of the classic of children's literature has been disastrous. Some questions for further research are proposed. (Author/RM)

ED 213 649 SO 013 931
Monsma, Charles

Citizen Participation: Increasing the Bargaining Power of Consumers. Consumer Education Development Program: A National Study.

Eastern Michigan Univ., Ypsilanti. Consumer Education Center.

Spons Agency—Office of Consumer's Education (ED), Washington, D.C.

Pub Date—81

Note—60p.

Available from—Michigan Consumer Education Center, 215 University Library, EMU, Ypsilanti, MI 48197 (\$2.00).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Citizen Participation, Community Education, *Consumer Education, Consumer Protection, Evaluation Methods, Fundamental Concepts, Learning Activities, *Workshops

This publication contains materials and activities for a one day consumer education workshop for leaders of community organizations. It is the contention of the developers that consumers should influence the environments in which they make their decisions rather than merely accept the marketplace conditions which confront them. The publication first outlines citizen participation concepts. Each

concept is defined and its application to consumer education is discussed. Twelve current factors which affect consumer decisions such as inflationary pressures and changes in roles of men and women are described. The major portion of the publication discusses the purposes, audience, and time schedule for the workshop and presents exercises and learning activities. There are two major workshop learning activities. Participants first identify consumer concerns related to the work of their organizations or agencies. They then identify bargaining strategies for dealing with these consumer concerns. The citizen participation concepts are used to set up a framework for triggering ideas about consumer applications to a wide range of organizations. Worksheets are provided for these exercises. Other workshop activities involve participants in role playing, in listening to guest speakers, and analyzing case studies. Also provided in the publication is a sample workshop agenda, assessment and follow up forms, and a selected bibliography. (Author/RM)

ED 213 650 SO 013 932

Andriot, Karen And Others

Nigeria: Teaching Plans and Materials for Secondary Teachers and Students.

Kentucky Univ., Lexington. Center for Professional Development.

Pub Date—Jan 80

Note—186p.; Some pages may not reproduce clearly from EDRS in microfiche or paper copy due to small and broken print type of original document.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—African Culture, *African History, Class Activities, Elections, Family Life, Government (Administrative Body), Physical Geography, Primary Sources, Secondary Education, *Social Studies, Teacher Developed Materials, Units of Study
Identifiers—Nigeria

This publication contains teacher developed units of study to teach secondary students about Nigerian history, government, geography, industry, and family life. The units are: Sources of Historical Information; History of Benin; Constitutions; Nigeria and the United States; Elections in Nigeria; Nigerian Diplomacy; and Family in Nigeria. Background information for the teacher and many student materials such as short readings, primary source selections, and maps are provided in the publication. However, to implement a few of the units' activities teachers must have access to commercially available print materials and media. Some examples of the activities in which students are involved follow. Students compare the Fundamental Rights section of the Nigerian Constitution with the Bill of Rights of the U.S. Constitution. Students read and discuss an excerpt from "The African Past" by Basil Davidson. Many activities require students to utilize data collected from various primary sources to reconstruct certain periods of history and the social aspects of those periods. One activity involves students in role playing the four major political parties of Nigeria. Another simulation provides students with a view of the problems and opportunities which Nigeria has in international relations. Family life is studied through readings and role playing. Students also view and discuss films and filmstrips. (Author/RM)

ED 213 651 SO 013 937

Guide to Graduate Departments of Geography in the United States and Canada 1981-1982.

Association of American Geographers, Washington, D.C.

Report No.—ISBN-0-89291-156-5

Pub Date—81

Note—340p.; For a related document, see ED 191 781.

Available from—Association of America Geographers, 1710 16th Street, N.W., Washington, DC 20009 (\$8.00).

Pub Type—Reference Materials - Directories/Catalogs (132) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Degree Requirements, Doctoral Dissertations, *Doctoral Programs, *Geography Instruction, *Graduate Study, Higher Education, *Masters Programs, Masters Theses, Universities
Identifiers—Canada

The guide, now in its 14th edition, provides information about requirements, course offerings, finan-

cial aid, and personnel for 150 graduate departments of geography in the United States and Canada. The objective is to assist college and university departments in answering student inquiries concerning graduate training in geography. The guide is divided into two sections: the United States and Canada. Each entry includes the dates the department and the graduate program were founded, degrees offered, number of graduate students in residence and not in residence, chairman of the department, address and telephone of person to write for further information, and a list of theses and dissertations completed from July 1980 to June 1981. The entry also thoroughly describes the scope, emphasis, and academic requirements of each program, available research facilities and equipment, admission requirements, and possible financial aid. A listing of staff includes highest degree attained, year and granting institution, rank, and specialization. A staff directory and geographical index conclude the guide. (Author/RM)

ED 213 652 SO 013 944

Selected Bibliography of Arab Educational Materials, Vol. 4, No. 1, 1979.

Al-Ahram Center for Scientific Translations, Cairo (Egypt); Documentation Centre for Education, Cairo (Egypt).

Report No.—TT-79-59119/1

Pub Date—82

Note—173p.; Not available from EDRS in paper copy due to poor reproducibility of original document. For a related document, see ED 200 505. Prepared under the Special Foreign Currency Program.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Annotated Bibliographies, Arabic, *Arabs, *Comparative Education, Conferences, Educational Administration, Educational History, Elementary Secondary Education, Higher Education, Illiteracy, Kindergarten, Parent Teacher Cooperation, Psychology, Scientific Research, Teacher Education, Teaching Methods, Textbooks, Youth

This annotated bibliography lists educational materials from Arab countries. Items cited were published in 1979 and include journal articles, newspaper articles, government publications, and monographs. Topics dealt with include the following: Arabic language and writing, children's books, children's radio programs, elementary and secondary education, higher education, educational administration, educational conferences, educational history, illiteracy, Islamic education, kindergartens, parents and teachers councils, psychology, textbooks, scientific research, students, teacher education, teaching methods, and youth. The bibliography concludes with lists of authors and sources. (Author/RM)

ED 213 653 SO 013 957

Alaska: Arts in Education Handbook.

Alaska State Dept. of Education, Juneau.

Pub Date—Mar 82

Note—113p.

Available from—Alaska State Department of Education, Pouch F, Juneau, AK 99811 (free).

Pub Type—Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Art Education, Community Involvement, *Curriculum Development, Educational Objectives, Elementary Secondary Education, Interdisciplinary Approach, Learning Activities, Organizations (Groups), Resource Materials, Special Education, State Curriculum Guides
Identifiers—Alaska

The purpose of this handbook is to help educators in rural and urban areas of Alaska develop a more comprehensive arts in education program. Parts of the handbook can be used by educators in other states as well. The introductory section to the handbook defines and discusses the goals of a comprehensive arts program. How to establish goals for such a program, suggestions on getting started, and a sample teacher survey are provided in section two. The third section, dealing with arts-in-basic-education, focuses on how to integrate the arts into the basic curriculum. Provided are samples of art and suggestions for art activities directly connected to the areas of energy saving ideas, interdisciplinary arts, math, exploring environments, social studies,

careers, and language arts. Specialized arts education which includes classes or activities for students with special needs as well as those one-time experiences designed for entire student bodies is discussed in the fourth section. The fifth section treats community arts resources. The addresses and telephone numbers of organizations in Alaska willing to provide assistance to art programs are provided. Resources from outside the state of Alaska are then presented. Included are art organizations, grantsmanship resources from the Grantsmanship Center in California, sources of reproductions and art periodicals, and suggested readings. (Author/RM)

ED 213 654

SO 013 959

Whalen, Maureen T., Ed.

Report of the United States Delegation to the World Conference on the UN Decade for Women: Equality, Development and Peace (Copenhagen, Denmark, July 14-30, 1980).

Department of State, Washington, D.C. Bureau of International Organization Affairs.

Pub Date—Jan 81

Note—153p.

Pub Type—Reports - Descriptive (141) - Collected Works - Proceedings (021)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Equal Education, *Equal Opportunities (Jobs), *Females, *Feminism, *Global Approach, Peace, Political Issues, Sex Discrimination, Sex Fairness, Sex Role

This report describes how the U.S. Delegation prepared for and participated in the World Conference of the UN Decade for Women. The conference dealt with the topics of equality, development, and peace. The report covers five years, beginning with U.S. participation in the International Women's Year Conference, Mexico City, 1975, and continuing through to the present. Background information, the agenda, committee reports, and conference outcomes and conclusions are discussed. The World Conference was a difficult meeting for the United States because many parts of the agenda was politicized. The conference sparked a great deal of interest among women's organizations and feminist activists in the United States. In its preparation process, the U.S. Secretariat continually explained the meaning of a government-to-government conference, i.e., that delegates are instructed and, when speaking officially, must reflect official U.S. government positions and policies. Unfortunately, there were instances when U.S. policies ran contrary to what some American women wanted the delegation to say, and when this happened, resentment and frustration grew. For many American women, Copenhagen was their first exposure to a forum where anti-American sentiment was openly expressed. Although on a personal level delegates and observers interacted in a spirit of friendship, during formal presentations and discussions many statements critical of the United States were made. The problem was exacerbated by the naivete of some U.S. women. The United States voted against the conference's Program of Action because of three paragraphs which refer to the Middle East in ways which are antithetical to U.S. foreign policy. (Author/RM)

ED 213 655

SO 013 960

Jones, Paula Bourne, Fay

Ghana. Part One-Class Materials. Development Studies No. 1, Third Impression.

Pub Date—81

Note—161p.; Financial support for this project was provided by the Development Education fund of the Ministry of Overseas Development. Some maps, charts and reprints on pages 110-121 may not reproduce clearly from EDRS due to small and broken print type throughout original document.

Pub Type—Guides - Classroom - Teacher (052) - Guides - Classroom - Learner (051)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*African Culture, *African History, *Area Studies, Higher Education, Primary Sources, Reading Materials, Resource Materials, Secondary Education

Identifiers—*Ghana

Background readings and classroom materials dealing with Ghana for use with secondary and college students are provided in this publication. The major historical, social, geographical, and political aspects which have contributed to the present day development of Ghana are examined. The background readings for teachers which comprise section one discuss history, the people, physical

geography, farming, forestry, mining, industries, and the distribution and welfare of the population. Section two, which comprises the bulk of the publication, contains reading selections for students. Many maps, charts, and illustrations are included. Some primary sources, mostly newspaper clippings, are included. Students read about many topics including the growth of Ashanti power, the coming of Christianity, the rise of nationalism, old Ghanaian music, mean temperature and rainfall, cocoa production, and the Volta River project. The publication also lists several books about Ghana or about development that can be used by students. (Author/RM)

SP

ED 213 656

SP 019 291

Eggersen, Claude A. And Others

The Application of Knowledge in Comparative and International Education. Report of the Kent Conference on Comparative and International Education (1st, Kent, Ohio, May 14-16, 1980).

Kent State Univ., Ohio. Coll. of Education.

Pub Date—Oct 81

Note—27p.

Pub Type—Collected Works - Proceedings (021) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Comparative Education, *Educational Needs, Educational Research, *Global Approach, Higher Education, *International Education, Schools of Education, *Teacher Education Programs, *Teacher Educators

The topics of discussion and eventual consensus at a conference of comparative and international educators are outlined. The area under consideration was whether the educators should commit themselves more fully to a concern for the uses to be made of their work, including a greater appreciation for the value of applied research, teaching, and service. The generalizations that led to a consensus favoring that view are listed. Thirty plans of action were formulated, based on the findings and recommendations of individuals, organizations, and commissions. The selected areas for the plans of action were: (1) cooperation with societies and agencies; (2) assistance to students; (3) establishment of centers for research; (4) support for curriculum development; and (5) sponsoring of studies for teacher education. It was recommended that institutions of higher education establish centers or offices to provide services for suggested efforts in international education. Also included are brief essays supporting the findings of the conference in such areas as public opinion and foreign affairs, illiteracy, the role of comparative educators, the scope of international education, and cross-cultural study program components. Appended is a list of the names and addresses of conference participants. (FG)

ED 213 657

SP 019 409

Haigh, Neil

Research on Teacher Thinking.

Pub Date—Dec 81

Note—31p.; Paper presented at the National Conference of the New Zealand Association for Research in Education (3rd, New Zealand, December 4-6, 1981). Figures may not reproduce clearly.

Pub Type—Reports - Research (143) - Speeches - Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Classroom Techniques, *Decision Making Skills, Educational Research, Foreign Countries, Instructional Design, *Lesson Plans, *Task Analysis, Teacher Attitudes, *Teacher Behavior, Teacher Education, Teacher Effectiveness, *Teachers

An increasing number of researchers have contended that the process of teaching is composed of thoughts as well as actions and that a complete understanding of teaching cannot be achieved if research is limited to observable teacher performance alone. A study was designed to examine: (1) the nature of teacher thoughts before and during lessons; (2) the relationship between teacher thoughts and actions; (3) the reasons teachers offer for their thoughts; and (4) the circumstances they believed accounted for teaching success. Data was gathered from three experienced teachers and three student teachers. They were asked to capture their pre-lesson planning thoughts by writing their thoughts as they occurred during the planning process. A stimu-

lated-recall procedure was used to help them identify incidents in the course of the lessons where their thoughts and feelings had been clearly and consciously registered. They answered a questionnaire immediately after they completed their pre-lesson planning and participated in a structured interview. Common to all of the teachers was the view that lesson plans were necessary for their "security." This sense of security rested on the knowledge that at any point in the lesson they knew what they might or should do next. They also felt that when they planned in advance, they were likely to find more opportunities to consciously and calmly contemplate a lesson, its problems, and possible solutions to those problems. Often, however, circumstances made it necessary for the teachers to change or modify their plans. As a result of the teachers' responses, a conclusion is that teacher education programs should emphasize diversity rather than uniformity in lesson plan instruction. Samples of the teachers' planning sheets and responses to interview questions are appended as well as a bibliography of 37 studies on teacher thought processes. (JD)

ED 213 658

SP 019 472

Randhawa, Bikkar S.

Reciprocity of Verbal Interaction of Teachers and Their Students.

Pub Date—Jun 81

Note—16p.; Paper presented at the Annual Conference of the Canadian Society for the Study of Education (Halifax, Canada, June 1-4, 1981).

Pub Type—Reports - Research (143) - Speeches - Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Classroom Communication, Classroom Techniques, *Group Dynamics, Interaction, Junior High Schools, Mutual Intelligibility, Questioning Techniques, Student Behavior, *Student Reaction, *Student Teacher Relationship, Teacher Behavior, Teacher Influence, *Teacher Response, *Verbal Communication

This study addresses the question: Is the verbal interaction between teachers and students reciprocal? Teachers' and students' verbal behaviors were investigated using the verbal behavior classification system (CVC) in 72 seventh through ninth grade classrooms. The CVC system consists of a matrix of process and substance dimensions. Categories in the process dimension are: (1) seek; (2) inform; (3) accept; and (4) reject. Categories in the substance dimension are: (1) cognition-memory; (2) productive-critical thinking; (3) expressed emotion; and (4) class management. A stepwise regression analysis of results indicated that teachers' cognition, productive-critical thinking, emotion, management, and seek behaviors were directly predictable from the corresponding pupil behaviors. Verbal interaction reciprocity emerged in three of the process categories in such a way that teachers' inform and accept behaviors were dependent upon pupils' seek behaviors, and teachers' reject verbalizations were dependent upon pupils' inform verbalizations. An analysis of findings suggests that the process dimension of interaction is not as directly and reciprocally dependent as the substance dimension. The findings support the contention that the nature and type of pupil verbal behavior has similar and concomitant effects on the behavior of the teacher. A previous study on this topic concluded that the quality and type of intellectual climate are generally dependent on the quality and type of teachers' intellectual input. This study extends this conclusion in that the quality and type of intellectual climate are generally dependent upon the quality and type of intellectual input of both the teachers and their students. (Author/JD)

ED 213 659

SP 019 491

Witty, Elaine P.

Prospects for Black Teachers: Preparation, Certification, Employment, Information Analysis Products.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Feb 82

Contract—400-78-0017

Note—40p.

Available from—ERIC Clearinghouse on Teacher Education, One Dupont Circle, Suite 610, Washington, DC 20036 (\$1.00).

Pub Type—Information Analyses - ERIC Information Analysis Products (071) - Reports - Re-

search (143) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Beginning Teachers, Black Achievement, Black Colleges, *Black Education, *Black Teachers, Change Strategies, Educational Quality, *Educational Research, Elementary Secondary Education, Equal Education, Equal Opportunities (Jobs), Higher Education, Minimum Competency Testing, Schools of Education, *Teacher Certification, *Teacher Education, *Teacher Employment, Teacher Integration, Teacher Persistence, Teacher Qualifications

A survey of the literature on the issues and problems related to the preparation and survival of black public school teachers in the United States resulted in findings and recommendations in five areas. The first area considers literature on the underrepresentation of black teachers in public schools, studies on pupil/teacher ratios, expanded employment activities, declining enrollment and seniority systems, the declining quality of education, and minimum competency testing. Research literature in the second area is on the selection and preparation of black prospective teachers, the role of historically black colleges and universities, standardized testing for admission to schools of education, and special curriculum needs of black teachers. The third area of literature addressed the problems imposed on black beginning teachers, including initial certification and the National Teacher Examination, employment inequities, and special demands of schools and communities on black teachers. The effects of research on black teachers and the need for a black perspective in educational research are the topics of the fourth area of literature. In a final section, 36 recommendations aimed at traditionally black colleges and universities, based on the readings cited in the literature survey, are presented. A list of 134 references on the topic of black teacher preparation, certification, and employment is appended. (FG)

ED 213 660 SP 019 492

Van Schaack, Herbert Glick, I. David
A Qualitative Study of Excellence in Teaching [and]
The Search for Excellence in Teaching: An
Annotated Bibliography. Information Analysis
Products.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Feb 82
Contract—400-78-0017
Note—67p.

Available from—ERIC Clearinghouse on Teacher Education, One Dupont Circle, Suite 610, Washington, DC 20036 (\$1.00).

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131) — Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Performance Factors, Preservice Teacher Education, Professional Recognition, *Profiles, Self Concept, *Teacher Attitudes, *Teacher Characteristics, Teacher Education Programs, *Teacher Effectiveness, Teacher Evaluation, *Teaching Models, Teaching Skills

This document presents a qualitative research study and an annotated bibliography on the characteristics of superlative teachers. For "A Qualitative Study of Excellence in Teaching," Herbert Van Schaack selected and observed nine elementary and secondary school teachers and three college and university professors. The elementary and secondary school teachers were finalists or winners of National Teacher of the Year competitions, while the college professors were recipients of distinguished teaching awards at their respective institutions. The impressions gained from class observations and interviews with the teachers, their supervisors, colleagues, and students are recorded for each teacher in the form of a brief descriptive portrait. The teachers' attitudes were surveyed for perceptions of self, others, and teaching. In addition, analysis of the results of two behavioral tests are discussed, and the teachers' responses to questions about their careers, influential teachers, and major career obstacles are presented. Ten dimensions or characteristics held in common by the teachers are described, and the teachers' attitudes toward and suggestions for teacher education programs are listed. A synthesis of the study is offered, and nine references and the test instruments are appended. "The Search for Excellence in Teaching: An Annotated Bibliography" was compiled by I. David Glick from an initial col-

lection of 1,300 articles. The 29 selected documents include journal articles, books, and papers written since 1971. The subjects range from first person accounts of memorable teachers to research studies and opinion pieces. A discussion of issues in effective teaching concludes the bibliography. (FG)

ED 213 661 SP 019 494

Mulhern, John D. Morris, Robert C.

A Field Practicum for Teachers of Gifted Children:

The South Carolina Experience. Current Issues.
ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Feb 82
Contract—400-78-0017
Note—49p.

Available from—ERIC Clearinghouse on Teacher Education, One Dupont Circle, Suite 610, Washington, DC 20036 (\$3.50).

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Acceleration, College School Cooperation, Elementary Secondary Education, Enrichment Activities, *Field Experience Programs, *Gifted, Grade 7, Inservice Teacher Education, Lesson Plans, Master Teachers, *Practicums, School Districts, Screening Tests, *Special Education, *Summer Programs, Teacher Characteristics, *Teacher Education Programs, Teacher Qualifications

Identifiers—*University of South Carolina

A collaborative program between the University of South Carolina College of Education and Lexington County (South Carolina) School District Five provided gifted and talented students with a summer school session featuring acceleration and enrichment. Accompanying the program were graduate-level courses and practica for prospective teachers of gifted children and coordinators of programs for the gifted. The 1981 summer program consisted of six dimensions: (1) thinking skills and creative arts for kindergarten through second grade students; (2) study in graphics, dramatics, computers, photography, and the performing arts for fourth through eighth grade students; (3) field experiences for fourth through seventh grade students; (4) seventh grade seminars; (5) drama workshops for eighth through twelfth grade students; and (6) gifted education courses for teachers. A discussion of the fourth dimension of the summer program, the seventh grade seminars, describes criteria for identifying gifted students, and the general format of the program. The teacher practicum (sixth dimension) consisted of a series of formal and informal experiences that allowed the teachers to design and execute specific learning activities for gifted students. A profile of a gifted teacher is outlined and offers considerations of the personal and professional attributes that are necessary for a teacher of gifted children. A comparison is made of this program and similar programs at Purdue University, the University of South Florida, and three universities in England. Lesson plans for four curricular areas covered in the fourth dimension of the summer program are appended. (JD)

ED 213 662 SP 019 495

Stroup, Stinson W. And Others

Deficits, Declines, and Dismissals: Faculty Tenure
and Fiscal Exigency. Current Issues.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Feb 82
Contract—400-78-0017
Note—48p.

Available from—ERIC Clearinghouse on Teacher Education, One Dupont Circle, Suite 610, Washington, DC 20036 (\$3.50).

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Reports - Research (143) — Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Contracts, *Court Litigation, Declining Enrollment, Economic Factors, Financial Policy, Financial Problems, *Fiscal Capacity, Institutional Autonomy, Personnel Policy, *Reduction in Force, *Retrenchment, *Teacher Dismissal, *Tenure
Tenured faculty can be dismissed for reasons of

financial exigency. If the employment contract provides a specific definition of fiscal exigency and the processes to be used in effecting retrenchment, then those terms govern in lieu of constitutional due process. In the absence of such guidance, courts are willing to allow dismissal for reasons of financial exigency within certain limits. The institution as a whole need not be in an exigent condition to justify dismissal of some faculty, nor must the exigency extend to the endowment or real property of the institution. The institution has the burdens of proving not only financial exigency, but also that dismissal was motivated by the exigent condition. The institution must also show that its selection process was not arbitrary, capricious, or discriminatory. Tenured faculty who are to be dismissed for reasons of financial exigency must be notified and have an opportunity for a hearing before dismissal. Beyond these requirements, faculty have no constitutional right to participate in the retrenchment process. Dismissed faculty, if they are qualified, have the right to available positions in the institution, but in the absence of contract language they have no right to positions held by others and no right to retraining for available positions if they are not qualified at the time of dismissal. Thirty-six court cases are described and discussed in this monograph, and recommendations are made for adoption of legally acceptable policies and procedures for teacher dismissal at educational institutions. (JD)

ED 213 663 SP 019 549

Emrick, John A. Peterson, Susan M.

School Practitioner Involvement in the Improvement of Practice: Review and Synthesis.

Emrick (John A.) & Associates, Los Altos, CA.
Spons Agency—Department of Education, Washington, D.C. Teacher Corps.

Pub Date—Nov 80
Contract—300-79-0670
Note—117p.

Pub Type—Information Analyses (070) — Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Administrators, Change Agents, Cooperative Planning, Decision Making, Educational Research, *Inservice Teacher Education, Job Satisfaction, *Participant Satisfaction, Program Development, Research Utilization, *Staff Development, Teacher Administrator Relationship, Teacher Education Programs, *Teacher Participation, Teacher Role

For this overview of the extent and feasibility of practitioner involvement in professional improvement, practitioners are defined as school-based professionals—teachers, aides, resource specialists, and administrators. Current thought on the need for these individuals to play major roles as decision makers in developing inservice programs is examined through literature reviews and case studies. The first chapter introduces differing philosophies on the nature of inservice and the roles of inservice participants. The rationale for active practitioner participation in inservice programs is discussed in Chapter 2. Chapter 3 offers representative case studies of field-based projects that involved teachers working actively with educational researchers. Chapter 4 surveys practitioner involvement in the delivery and utilization of knowledge. In the fifth chapter, consideration is given to the relationship between school practitioners' level of involvement in decision making and the degree of satisfaction they derive from their jobs. Case studies and analyses are presented of three programs designed to rely upon practitioner involvement in school decision making. The final chapter explores problems that may arise from increased practitioner involvement in professional improvement programs and considers the implications for future trends. A list of references is included. (JD)

ED 213 664 SP 019 579

Savitz, Fred R. DiSibio, Robert A.

Validating and Crediting Experiential Learning:

The Saint Joseph's Way.

Pub Date—Feb 82

Note—21p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Houston, TX, February 17-20, 1982).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Church Related Colleges, *College Credits, *Employment Experience, *Equivalency Tests, Evaluation Criteria, *Experiential Learning

ing, *Prior Learning, Teacher Education Programs, Teacher Evaluation, Teacher Qualifications, Teaching Experience
Identifiers—*Saint Joseph's University PA

The University College of Saint Joseph's University (Pennsylvania) has developed the Experiential Learning Assessment Program (ELAP) which is designed for University College students who wish to apply to and be assessed for college credits gained through experiential learning. The need for such a program was recognized when Archdiocesan teachers, who had received initial training at the University College, found themselves, according to state education department standards, deficient in coursework. On their return to the university, the parochial school teachers contended that their skills and experience made the completion of education courses redundant. To receive credit for prior (experiential) learning, students must be enrolled at a University College program. If the pre-assessment interview determines that the ELAP is an appropriate alternative, the student applies for assessment of prior learning competencies. A faculty member acts as assessor and works with the candidate to establish the ELAP Review and Agreement Contract. This documents the proposed methods for examining the competencies of the candidate in each subject area. Upon the completion of the contract and payment of assessment fees, the actual assessment procedure begins. Evaluation techniques may be written or oral examination, performance test, or product evaluation. The evaluation results are documented in an ELAP Credit Report Recommendation. Appended are samples of the forms used in the ELAP process and a schematic representation of ELAP. (FG)

ED 213 665 SP 019 582

Mukhopadhyay, M. Saxena, A. B.
Teacher Classroom Behaviour and Transactional Analysis.

Pub Date—[81]

Note—20p.

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavior Change, *Behavior Modification, Communication (Thought Transfer), Conflict Resolution, *Interpersonal Competence, *Personality Traits, Social Cognition, *Student Teacher Relationship, *Teacher Behavior, Teacher Education, *Teacher Role, *Transactional Analysis

Transactional analysis can provide a scientific basis for modifying teacher behavior. Three ego states, parent, adult, and child, exist in all people at all times. It is the verbal and physical interplay among these states that can be observed in behavior patterns. The parent ego state asserts value judgments and classifies behavior as good or bad. The adult ego state is intelligent, organized, curious, and adaptable. The child ego state contains the impulses that come naturally to infants and is full of emotion. If social transaction is parallel (between people having equal ego states), it is complementary and can continue indefinitely. Crossed transactions, which occur between people having different ego states, are the source of communication problems. Ulterior transaction occurs when communication exists at both the overt and the covert levels. Teachers can relate to and teach students better by adopting an appropriate ego state at any given transaction. Analysis of teachers' responses to classroom situations shows the interaction between the teachers' and the students' ego states. Knowledge of transactional analysis would form a useful part of both preservice and inservice teacher education programs. (FG)

ED 213 666 SP 019 639

Snyder, Carolyn J. And Others

The Implementation of Clinical Supervision.

Pub Date—Feb 82

Note—24p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (5th, Austin, TX, February 11-13, 1982).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Attitudes, *Administrator Role, *Administrators, Classroom Observation Techniques, Elementary Secondary Education, Principals, *Program Implementation, *Supervisory Methods, Teacher Administrator Relationship, Teacher Evaluation, Teacher Improvement, *Teacher Supervision

Identifiers—*Clinical Supervision

Because the use of clinical supervision methods by administrators in their evaluation and supervision of teachers has been linked to instructional improvement, administrators' perceptions about the implementation of clinical supervisory practices were surveyed. Participants in the study were 412 school district administrators and supervisors who had received training in clinical supervision; some of the participants, administrators and supervisors from Greensboro, North Carolina, had received more training than their peers and had implemented a plan for central office management of clinical supervision. Attitudinal and procedural differences between the Greensboro administrators and the other administrators were apparent in the survey results. Greensboro administrators used the preconference stage of clinical supervision more appropriately than did other respondents, practiced more conference followup, and used more effective instruction models. In studying differences in the implementation of clinical supervision, it was found that motivation to help teachers dominates administrative and supervisory practices. Administrators and supervisors tended to view clinical supervision as a coaching, rather than as an evaluation, technology. The stages of clinical supervision were practiced by most respondents, with the exception of the preconference contract stage. Collected data formed the basis for observation analysis and guided the teacher feedback sessions. The training helped to alter supervision techniques, but, when the training was accompanied by strong district central office involvement, greater skill development and institutionalization resulted. (FG)

ED 213 667 SP 019 686

Gillespie, Judith And Others

School Environment Handbook Part I: Overview and Workshop Activities.

Indiana State Dept. of Public Instruction, Indianapolis. Div. of School Food and Nutrition Programs.

Spons Agency—Food and Nutrition Service (DOA), Washington, D.C.

Pub Date—[79]

Note—33p.; For related documents, see SP 019 687-688.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Change Agents, *Change Strategies, *Cooperative Planning, Decision Making, *Dining Facilities, *Educational Environment, Educational Facilities Planning, Elementary Secondary Education, *Group Activities, Problem Solving, School Attitudes, Social Behavior, Student Attitudes, *Workshops

This handbook, produced by the School Environmental Impact Program (Indiana) was developed to improve school environments and to create more positive attitudes and behaviors in school participants (all those involved in the school and its environment). It is designed to help in the assessment of school conditions by individuals, groups, or school districts. The program focuses on the cafeteria as the hub of the school, since profound interaction has been observed between activity in the cafeteria and in other school settings. An overview provides a discussion of the total school environment, pointing out its composite parts: physical attributes, school rules on behavior, attitudes related to responsible behaviors in school settings, and decision making. Ways in which activities suggested in the handbook can be carried out are described. A format for conducting workshops to increase awareness of the school environment and to plan activities to improve attitudes and behaviors is presented. Four workshop activities are introduced: (1) to promote awareness of the school environment; (2) to assess problems and opportunities for change within the school setting; (3) to plan for achieving specific goals; and (4) to evaluate the success of the program. A questionnaire is provided for use in each of these activities. A case study is presented of a workshop that was successfully conducted using the format offered in this handbook. An annotated bibliography of eight major works in the area of school environments and their impact is included. (JD)

ED 213 668 SP 019 687

deHaas, Patricia Gillespie, Judith

School Environment Handbook Part II: Environmental Awareness and Assessment of the School Environment.

Indiana State Dept. of Public Instruction, Indianapolis. Div. of School Food and Nutrition Programs.

Spons Agency—Food and Nutrition Service (DOA), Washington, D.C.

Pub Date—[79]

Note—38p.; For related documents, see SP 019 686 and SP 019 688.

Pub Type—Guides - Non-Classroom (055) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adjustment (to Environment), Change Agents, *Change Strategies, *Educational Environment, *Educational Facilities, Elementary Secondary Education, *Needs Assessment, *School Attitudes, Self Concept, Student Behavior

This handbook is divided into two sections focusing on awareness and assessment activities designed to improve the total environment of the school. The activities can be used by one or more persons, and are appropriate for students, teachers, support staff, and administrators. The first section presents suggestions and activities to help explore individuals' awareness of the school environment in three dimensions. The first of these is self-awareness in the school environment, the second is awareness of settings within the school environment, and the third is awareness of general school environment. Forms are provided for clarifying personal attitudes and behaviors and for drawing up an individual daily activities profile. Activities are presented to help the individual identify some of the important settings in the school, to become aware of the location of significant settings, and to identify settings in which significant interactions take place. Forms are provided to aid in examining the physical characteristics of the school environment and the rules that govern behavior in that environment. The emphasis is upon the ways that these dimensions influence school participants and their interactions with each other. The second section is designed to aid in assessing the school environment and in investigating the attitudes and behaviors of the people in the school. Forms are provided for assessing personal strengths, weaknesses, and attitudes. Three worksheets are designed to allow individuals to assess and analyze specific locations in the school, problems they may present, and rules that govern behaviors in those settings. A questionnaire or general school survey that may be used in planning changes in the school environment is included. (JD)

ED 213 669 SP 019 688

Gillespie, Judith deHaas, Patricia

School Environment Handbook Part III: Planning Environmental Change.

Indiana State Dept. of Public Instruction, Indianapolis. Div. of School Food and Nutrition Programs.

Spons Agency—Food and Nutrition Service (DOA), Washington, D.C.

Pub Date—[79]

Note—36p.; For related documents, see SP 019 686-687.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adoption (Ideas), *Change Strategies, *Cooperative Planning, *Educational Environment, *Educational Facilities Planning, Elementary Secondary Education, Formative Evaluation, Information Utilization, *Organizational Objectives, *Program Implementation, Summative Evaluation

This section of the School Environment Handbook can be used by schools to improve school environment and to develop the necessary change strategies. The handbook serves four major purposes. First, the material is designed to facilitate thinking about steps in the planning process. Second, it discusses how to set goals and to state them in ways which will make it easier to plan and carry them out. Introducing the steps involved in goal implementation is the third major purpose. The fourth purpose involves evaluation of the planning process, implementation, and results of change. Activities and analysis forms are provided for completing the following planning steps: (1) forming a planning group; (2) developing goals; (3) choosing among goals; (4) stating goals; (5) knowing the context for planning; (6) forming the working group; (7)

developing plans; (8) choosing a model plan; (9) anticipating problems; (10) follow through and follow up; and (11) ongoing formal and informal evaluation. Forms are included for both formative and summative evaluation of the changes made to improve the total school environment. (JD)

ED 213 670 SP 019 690

Transportable Teacher Training Program in Nutrition. Pre-School-Grade 12.

Bell State Univ., Muncie, IN. Dept. of Home Economics.

Spons Agency—Food and Nutrition Service (DOA), Washington, D.C.; Indiana State Dept. of Public Instruction, Indianapolis. Div. of School Food and Nutrition Programs.

Pub Date—80

Note—552p.

Pub Type—Guides - General (050)

EDRS Price - MF02/PC23 Plus Postage.

Descriptors—Elementary Secondary Education, *Health Education, *Health Materials, *Inservice Teacher Education, *Nutrition, *Nutrition Instruction, Programmed Instructional Materials, *Teacher Education Programs, Teacher Effectiveness, Teacher Workshops

This guidebook consists of two main parts: a user's guide for training teachers in nutrition; and the educational materials to be used in the training program. The object of this guidebook is to increase the knowledge and competence of inservice elementary and secondary teachers in nutrition education. Sections in the user's guide describe three interrelated ways to use the guide: for self instruction, for leaders of one- to three-day teacher workshops, and to train workshop leaders to use the program. Appendices to the user's guide provide knowledge and attitude pre- and posttests, answers to the tests given in the program, an annotated list of audiovisual materials, transparency masters, workshop evaluation forms, and a script for a slide-tape presentation. The educational materials for the program are organized into three sections, followed by a general annotated bibliography. The first section treats factors influencing nutrition attitudes, problems, and assessment. The second section provides information on nutrients and the relationships of food and nutrition to growth and development. In the third section, a variety of educational methodologies, strategies, and techniques are introduced. Each section is preceded by a list of the concepts and objectives to be addressed. The general annotated bibliography provides references for the first two sections and lists resource addresses and materials. (FG)

ED 213 671 SP 019 695

Page, Jane A. *Page, Fred M., Jr.*
Pre-Service and In-Service Teachers' Perceptions of the Teaching Profession.

Spons Agency—Georgia Southern Coll., Statesboro.

Pub Date—81

Note—20p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Career Choice, *Career Planning, *Education Majors, Racial Differences, Sex Differences, *Teacher Attitudes, *Teacher Recruitment, Teacher Salaries, Teacher Supply and Demand, *Teaching (Occupation)

Identifiers—*United States (Southeast)

A survey of preservice and inservice teachers in ten southeastern states was conducted to identify perceptions of teaching as a career opportunity. Differences in perceptions were calculated on the basis of sex, race, and grade level certification. Discriminating factors associated with preservice and inservice teachers were categorized on the basis of whether or not they would encourage others to enter the teaching profession. Major findings of the study include: (1) Salaries, discipline problems, and working conditions were perceived as discouraging factors; (2) Encouraging factors included contribution to humanity, job security, and fringe benefits; (3) A majority of inservice teachers would encourage a capable student to enter teaching; (4) Some aspects of teaching were seen more positively by females than by males; (5) Differences existed between perceptions of preservice teachers categorized according to race and grade level certification; (6) Differences existed between perceptions of inservice teachers categorized by race and sex; and (7) In considering whether or not they would encourage others to enter teaching, preservice teachers' responses reflected their perceptions of salary, discipline problems, job security, area of certification,

and the age at which they became interested in teaching. Tabulated results of the survey are included. (JD)

ED 213 672 SP 019 696

Page, Fred M., Jr. *Page, Jane A.*

Laboratory Schools: Updated or Outdated.

Pub Date—[81]

Note—7p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College School Cooperation, *Educational Research, Elementary Secondary Education, Experimental Schools, *Laboratory Schools, School Closing, *School Role, Student Teaching, *Teacher Education, *Teaching Experience, Teaching Methods

To determine the current role of laboratory schools in the United States, the 123 existing laboratory schools were surveyed. Forty-seven percent completed and returned the questionnaire. They reported that the chief function of their school was instruction, followed, in order of emphasis, by preservice teacher education, research, and inservice teacher education. A range of instructional methodologies was used by these schools, with 46.6 percent using a combination of traditional and experimental techniques. In provisions for teacher education the methods used in the laboratory schools were clinical or mini-teaching experiences, observations by students, and student teaching. The most prolific researchers in laboratory schools were school faculty members, followed by other college and university faculty members. Research was also done by cooperative efforts between laboratory school and other faculty members, as well as by students. Inservice education was accomplished primarily by internal training conducted by laboratory school teachers. However, conferences of local, state, regional, and national levels were also used, as well as external consulting services. Some of the schools reported that their continued existence was questionable. Funding appeared to be a major problem. It is suggested that laboratory schools should expand research and inservice activities, and improve teacher education efforts. (JD)

ED 213 673 SP 019 700

Garber, Lee O. *Delon, Floyd G.*

The Law and the Teacher in Missouri—A Handbook for Teachers, Administrators, and School Board Members. Third Edition.

Report No.—ISBN-0-8134-2200-0

Pub Date—82

Note—150p.

Available from—The Interstate, Printers & Publishers, Inc., Danville, IL 61832 (\$7.95).

Pub Type—Books (010) — Legal/Legislative/Regulatory Materials (090) — Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors—Civil Rights, Codes of Ethics, Collective Bargaining, *Court Litigation, Educational Legislation, Government School Relationship, *Legal Education, Legal Problems, Public Education, *School Law, *State Legislation, Teacher Certification, Teacher Employment, Teacher Employment Benefits, *Teacher Responsibility, Teacher Retirement, Teacher Welfare, *Teaching (Occupation), Tenure, Torts

Identifiers—*Missouri

This book is designed to acquaint Missouri teachers with the state laws that affect them. Teachers' legal status, their rights, duties, and obligations are defined. Examples are taken from constitutional provisions, judicial decisions, and statutory enactments to show both general aspects of school law for all teachers and specific applications to Missouri teachers. Chapters cover the following information:

(1) education in the governmental structure; (2) the purpose of public education; (3) Missouri's governmental structure and its effect on education; (4) legal status of teachers; (5) teachers' certificates; (6) contractual status of teachers; (7) teacher tenure; (8) teacher retirement; (9) tort liability of school districts and school employees; (10) miscellaneous legal rights, responsibilities, and limitations of teachers; (11) collective negotiations in the teaching profession; and (12) ethics for the teaching profession. A bibliography of 11 books on education law is appended. (FG)

ED 213 674 SP 019 703

Donoghue, Carol, Ed. *And Others*

In-Service: The Teacher and The School.

Open Univ., Walton, Bletchley, Bucks (England).

Centre for Continuing Education.

Report No.—ISBN-0-85038-497-4

Pub Date—81

Note—256p.

Available from—Nichols Publishing Co., P. O. Box 96, New York, NY 10024 (\$23.50).

Pub Type—Books (010) — Information Analyses (070) — Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors—*Change Agents, *College School Cooperation, Educational Trends, Elementary Secondary Education, Foreign Countries, Government Role, *Inservice Teacher Education, *Institutional Cooperation, Outcomes of Education, Program Evaluation, Relevance (Education), *School Community Relationship, *School Districts

Identifiers—United Kingdom

This book examines the achievements of teachers from all over Great Britain in furthering their professional development. Part 1 presents four case studies of school-based inservice activities. The first is a teacher-initiated inservice activity in a middle school in West Sussex. The second is an Open University student-initiated inservice activity on reading instruction in a primary school in Lewisham, London. A department head-initiated inservice activity in a community school in Cambridgeshire is the third case study. The fourth study is of a principal-initiated activity in a primary school in Cumbria. In Parts 2 and 3, case studies illustrate school-focused activities initiated by local authorities, such as regional collaborative groups involving colleges and universities, and by national bodies. Part 4 is devoted to inservice activities in Scotland, Northern Ireland, and Wales. In each of these countries, differing demands on teachers and the consequent pattern of inservice provision lead to significant variations from the British pattern. Part 5 discusses the evaluation of school-based inservice activities. One of the issues consistently raised by the case studies is that a teacher can no longer regard the teaching of a particular aspect of the curriculum to a particular group of children as a purely personal responsibility. A conclusion is that the most fundamental need in school-based inservice education is for the organization of effective communication among teachers to find ways of ensuring that each child's educational career develops in the most coherent way possible. (JD)

ED 213 675 SP 019 705

Damarin, Suzanne K.

Technology in the Classroom: Initiative or Response? New Directions in Curriculum Development.

Pub Date—Feb 82

Note—6p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Houston, TX, February 17-20, 1982).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Assisted Instruction, *Computer Literacy, *Computer Science, Curriculum Development, *Educational Responsibility, *Educational Technology, Elementary Secondary Education, Higher Education, Teacher Education, *Teacher Educators, Teaching Methods

Within the last five years there has been a great deal of change in the role of technology in the schools. The advent of microcomputers has had an impact on instructional techniques as has the development of interactive graphics and animation, and other technologies such as videodisc and micromet. Teacher educators face the responsibility of preparing teachers to teach students who will be living and working in the computer age. There are three major issues that teacher educators must consider in addressing the effect of computers on curriculum and instruction. First, educators should consider ways that the proliferation of computers and the growth of computer-related technologies can and should affect the content of curriculum and instruction. A second issue to be considered is how the availability of computers in schools can and should affect the quality of appropriate content. The implications of the computer age for teacher education comprise the third issue. The Technology and Basic Skills

Project - Mathematics at Ohio State University addresses all three issues as they are related to the teaching of mathematical concepts and problem solving skills to middle grade students. The program's principles and techniques are generalizable to other grades and to other subject areas. A primary principle of the program is that computers should be viewed by both the student and the teacher as a tool with multiple uses, including record keeping, data collecting, altering the content and quality of instruction, and problem solving. Effective use of computers can afford learners the opportunity to experiment with and control the cognitive environment in which they are working and learning. Teacher educators must begin to prepare teachers for the computer age and must focus on the very best this technology can offer to education. (JD)

ED 213 676 SP 019 711

Cook, Paul F. And Others
Improving Supervision in Teaching Using Behavior Modeling Techniques.

Pub Date—Feb 82

Note—10p; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Houston, TX, February 17-20, 1982).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Behavior Change, Change Strategies, Conflict Resolution, Interpersonal Competence, *Leadership Training, Listening Skills, *Modeling (Psychology), Positive Reinforcement, *Supervisory Training, *Teacher Effectiveness, *Teacher Supervision

The Educational Supervision Program is designed to define the role of teacher supervisors and to identify and teach the skills needed for effective supervision. The program is based on social learning theory, which assumes that behavior change depends on the presence of three factors: (1) belief in the ability to change; (2) knowledge of probable results of a behavior; and (3) the value placed on a certain outcome. The Educational Supervision Program consists of five modules designed for training supervisors in specific skills. These skills include resolving conflicts between teachers and students, improving teacher effectiveness, effective listening, and interacting with parents. Through its focus on skill development by behavior modeling, the Educational Supervision Program helps clarify the roles of both supervisors and teachers and helps them to strengthen critical skills and develop better attitudes. The program is organized around five concepts: (1) presentation of key actions—the steps or principles involved in a specific skill; (2) modeling behavior—showing a video tape of a person using the key actions to perform a specific skill; (3) practice—training and allowing the subject to rehearse the behavior which has been modeled; (4) social reinforcement—providing positive feedback, approval or a reward when the behavior approximates the model; and (5) transfer of training—consistently applying what was learned on the job. (JD)

ED 213 677 SP 019 733

Gehrke, Nathalie J. And Others
An Analysis of Teachers' Perceptions of Their School Environment.

Pub Date—Feb 82

Note—18p; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Houston, TX, February 17-20, 1982).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Behavior Patterns, *Classroom Design, *Classroom Environment, *Classroom Techniques, Discipline, *Educational Facilities Design, Job Satisfaction, Junior High Schools, Locus of Control, *School Space, Self Contained Classrooms, *Teacher Attitudes, Teacher Response

The relationships between schools' physical environments and the teachers who work in them were explored. Eleven middle school teachers were interviewed about their orientation toward and operation in their schools. They were asked what they thought were their schools' most important features, how they felt about the buildings, what were its good and bad points, and what changes they had made in their classrooms and buildings. Student behavior management arose as the dominant focus of the inter-

views; curriculum and instruction were nearly ignored. The teachers varied in their level of awareness or sensitivity to the school environment, its effect on them, and their perception of control over it. Adjustments to the classroom setting were uppermost in their minds, while adjustment to the school beyond their own classrooms was perceived as someone else's domain. Most did not indicate that they used the environment or saw its potential as a curriculum variable. In comments about instruction and the school environment, they were most likely to mention the convenience of having a classroom located near the library, a book storage area, or other resource materials. Wall space was seldom used for instructional purposes. Some indicated that they organized furniture to support instructional activities, although the typical arrangement remained straight rows of desks and chairs. Virtually all the teachers volunteered information on their use of the environment to control student behavior. Classroom location had some impact on the teachers' social activities and friendship patterns. It is important that preservice teachers be instructed on the effects and uses of school space. (JD)

ED 213 678 SP 019 735

AFT Research Report: Scheduled Teachers Salaries, 1981-82 School Year. Issues in Economics. American Federation of Teachers, Washington, D.C.

Pub Date—[81]

Note—27p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Contract Salaries, Elementary Secondary Education, Employment Level, *Public School Teachers, School Districts, Seniority, Teacher Associations, Teacher Promotion, *Teacher Salaries, Unions

Identifiers—*American Federation of Teachers, Guam, United States

Summaries of 1981-1982 salary schedules for 85 local affiliates of the American Federation of Teachers (AFT) are provided in tabular form. The data were extracted from contracts on file with the AFT Department of Research and from surveys of selected AFT local affiliates. The first summary section presents a compilation of entry level salary or bachelor's degree salary, maximum salary with a master's degree, and maximum salary available for teachers in 23 states, the District of Columbia, and Guam. This section is followed by salary summaries of each local affiliate, including: (1) contract duration; (2) salaries at the first, fifth, and tenth steps; (3) maximum salary for entry level; (4) master's degree salaries; and (5) maximum salary for each step. The average beginning salary was \$14,329, ranging from \$11,261 to \$16,180. The maximum salary available to teachers in the sample ranged from \$17,200 to \$39,138. (FG)

ED 213 679 SP 019 738

Munroe, Mary Jeanne
Teaching Behaviors Effective in Mainstream Classrooms.

Pub Date—Feb 82

Note—16p; Paper presented at the Annual State Conference of the Arizona Federation Council for Exceptional Children (Tucson, AZ, February 25-27, 1982).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Classroom Techniques, Elementary Secondary Education, *Mainstreaming, Peer Acceptance, *Positive Reinforcement, *Questioning Techniques, Role Models, Socialization, Student Motivation, Teacher Attitudes, *Teacher Behavior, Teacher Effectiveness, Teaching Methods

Acceptance of handicapped students by their peers is a major component of success in the mainstreamed classroom. How teachers plan for interactions and lessons determines the degree to which social acceptance is achieved. The teacher's behavior models desired social acceptance, and the structure of learning activities evidence academic expectations. If the goal of successful mainstreaming is to be achieved, renewed emphasis must be made on what and how a teacher provides for both social and academic objectives. Good teaching has generic components appropriate for facilitating the learning of all children. Teaching behaviors supportive of social and academic integration in the regular classroom include: (1) structured time and a business-like climate; (2) questioning skills that aid un-

derstanding and problem solving and that evidence a sensitivity to student learning preference; (3) large group interaction patterns and supervision of small group work; (4) clear educational strategies that demonstrate a systematic approach and continuity in lesson development; (5) praise and encouragement; (6) use of accurate, prompt feedback; (7) performance standards and teacher expectations that emphasize learning and achievement; (8) use of structuring comments to bridge learning in a unified whole; (9) provision for self-paced, independent, and cooperative learning experiences; and (10) strategies which enhance the development of a realistic self-concept. (JD)

ED 213 680 SP 019 761

Conference on Operation PROTEACH (Gainesville, Florida, October 7, 1980). Report No. II. Florida Univ., Gainesville. Coll. of Education.

Pub Date—Oct 80

Note—76p; For related documents, see SP 019 762-764.

Pub Type—Collected Works - Proceedings (021) — Reports - Evaluative (142) — Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Beginning Teachers, College School Cooperation, Competency Based Teacher Education, *Educational Change, Elementary Secondary Education, Higher Education, Minimum Competencies, *Preservice Teacher Education, *Program Development, Public Education, School Role, *Teacher Education Programs, Teacher Educators, *Teacher Effectiveness, Teacher Role, Teaching Skills

Identifiers—*Operation PROTEACH

This monograph presents a report on the second PROTEACH Conference, held at the University of Florida, Gainesville, in October 1980. One purpose of the conference was to hear from the task force that prepared a report on the nature of knowledge appropriate to teacher education. Another purpose was to identify generic domains of performance of professional teachers. The first paper presents a description of the development of the project, the planning and implementation of PROTEACH, and the goals and tasks that will be met as it progresses. The findings from the task force to provide an overview of the project are summarized. An Operation PROTEACH Task Force paper was also presented, in which the general characteristics of knowledge were identified and defined. Another conference paper discussed factors that should be considered in redesigning teacher education programs and emphasizes close collegial cooperation between colleges of education and school districts. The varying roles that preservice students should be prepared for before they enter teaching are outlined. The fourth conference paper presents a selective summary of research studies regarding the content of generic pedagogical knowledge and skills; précis are given of various studies. Reports of small group discussions are included, as well as a summary of the concluding panel discussion on the conference. (JD)

ED 213 681 SP 019 762

Smith, David C.

Developing Operation PROTEACH.

Pub Date—Oct 80

Note—12p.

Available from—Not available separately, see SP 019 761.

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors—*Beginning Teachers, *Educational Objectives, Field Experience Programs, Higher Education, Preservice Teacher Education, *Program Development, *Program Implementation, Teacher Characteristics, *Teacher Education Programs, Teacher Educators

Identifiers—*Operation PROTEACH, *University of Florida

A comprehensive review of teacher education programs conducted at the University of Florida in 1978-79 provided the foundation for developing a complete reconceptualization of what should comprise teacher education. This goal of reconceptualizing the University of Florida teacher education program became known as Operation PROTEACH. The first PROTEACH Conference was devoted to considering what beginning teachers should know and be able to do and what kind of person a beginning teacher should be. The assumptions behind the conceptual framework of Operation PROTEACH recognized that beginning

teachers should be prepared to function at a safe professional level. It was also recognized that an adequate knowledge base exists for major improvement in teacher education programs to provide this preparation. In its implementation, PROTEACH will seek to develop an extended teacher preparation program to be implemented at the University of Florida. The program will be sufficiently explicit so that the cost of implementation can be determined. Its clear and sound goals will help it to acquire the support of the university, students, and professional community. The substance of the knowledge and skill categories of Operation PROTEACH will be translated into program components using a wide range of activities and experiences. These components will be placed in appropriate sequences and relationships in a total program. Among other tasks PROTEACH will attempt are conducting research on program development, implementation, and effectiveness and designing a program of selective admission, continuous screening, and exit evaluation. (JD)

ED 213 682 SP 019 763

Edelfelt, Roy A.
Redesigning Teacher Education.
Pub Date—Oct 80

Note—17p.
Available from—Not available separately, see SP 019 761.

Pub Type—Speeches/Meeting Papers (150)—Reports—Descriptive (141)

Document Not Available from EDRS.

Descriptors—College Role, College School Cooperation, *Educational Change, Faculty Advisers, Higher Education, Internship Programs, Parent Teacher Cooperation, *Program Development, Program Improvement, Public Education, Sabbatical Leaves, *School Districts, *School Role, *Schools of Education, Teacher Associations, *Teacher Education Programs, Teacher Educators, Teacher Role, Team Teaching

Five factors are to be considered in redesigning teacher education programs: (1) the school's conception of its role and the teacher's role; (2) the college of education faculty's conceptions of the school's role and the teacher's role and the mesh of these with the school's conception; (3) the proper function of guidance, placement, and assignment in the teacher education program; (4) the image of the teaching profession; and (5) the larger professional context (educational community outside of the teacher education program). It would be helpful to planners of teacher education programs if school districts developed a mission statement that outlined their particular goals for education, specified the functions of teachers and administrators, set forth the district's expectations, defined the scope of the curriculum, and described the school's relationship to parents and the community. The diverse needs of the schools that would be revealed by such a mission statement would make it possible to put together teams of college faculty members who could train the different kinds of graduates who could meet the diversity of teacher requirements for the schools. Meshing the different persuasions of faculty teams with the types of teachers described in these mission statements could result in collaboration between school districts and faculty teams. Advising prospective teachers should at least be equal in importance to teaching, and advisors should be centrally involved in placement and assignment of students in internships. It would improve teaching's public image if school district mission statements described professional satisfaction, status, freedom promotion, career opportunity, income, and continuing growth that is involved with teaching. Sabbaticals for public school teachers should also be considered. A redesign of teacher education should also make a substantial contribution to the further professionalization of teaching and the reform of public education. Preservice students should be prepared to fill eight teacher roles: individual professional, teacher of students, member of a faculty, member of a staff hierarchy, liaison with parents and the public, colleague of other professional educators, member of a teacher organization, and member of the teaching profession. (JD)

ED 213 683 SP 019 764

Denemark, George Nelli, Elizabeth
Emerging Patterns of Initial Preparation for Teachers: Generic Teaching Domains.
Pub Date—Oct 80

Note—34p.
Available from—Not available separately, see SP 019 761.

Pub Type—Speeches/Meeting Papers (150)—Reports—Descriptive (141)—Information Analyses (070)

Document Not Available from EDRS.

Descriptors—Classroom Techniques, Competence, Competency Based Teacher Education, Educational Research, Higher Education, Learning Processes, *Minimum Competencies, Personality Traits, Preservice Teacher Education, Student Motivation, *Teacher Behavior, *Teacher Characteristics, *Teacher Effectiveness, *Teacher Qualifications, *Teaching Skills

Generic teaching knowledge and skill is seen as a central component of preservice teacher education programs. Generic domains of teaching are the common base of knowledge and skills important to all teachers regardless of subject matter or grade level. Most classifications of generic teaching skills fall generally into one of two categories, one based on the functions and tasks of teaching, the other on behavior or acts of teachers. A summary of research studies regarding the content of generic pedagogical knowledge and skills is reported in this paper. Precise are given of the substance of several studies: (1) New Horizons for the Teaching Profession, 1961; (2) Effective Teaching Traits Model, 1963; (3) Preservice Professional Component of a Program of Teacher Education, 1964; (4) Teachers for the Real World, 1969; (5) Realities and Revolutions in Teacher Education, Ohio, 1972; (6) The Florida Catalog of Teacher Competencies, 1973; and (7) Educating a Profession, 1976. Other studies reviewed were on the topics of tasks of teaching, the teacher as facilitator of classroom learning, teacher competencies, teachers' perceptions of needed skills, generic instructional strategies, and goals for an extended teacher preparation program. It is concluded that an emphasis on generic teaching understandings and skills in teacher preparation programs can help to build a sense of professional collegiality, which will bring all teachers together as a profession. (JD)

ED 213 684 SP 019 765

Dempsey, Arthur D.
Anglo-American and Cuban-American Teachers' Perception of Elementary School Boys and Girls.
Pub Date—[81]

Note—10p.
Pub Type—Reports—Research (143)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Anglo Americans, *Cubans, *Cultural Differences, Elementary Education, Elementary School Teachers, *Hispanic Americans, Racial Differences, Sex Differences, *Sex Stereotypes, Student Behavior, Student Characteristics, *Teacher Attitudes

Identifiers—Florida
The attitudes of Cuban- and Anglo-American elementary school teachers concerning boys and girls were compared. It appears to be generally accepted in Anglo-American culture that males are considered hostile and aggressive in school situations, while females are considered passive and conforming. Conversely, in the Latin American cultures, the essence of the male is emotional, earthy, and courteous, and of the female is controlled, spiritual, and assertive. Teachers from different cultural backgrounds expect different behaviors from boys and girls. Sixty-six Anglo-American and 42 Cuban-American elementary school teachers were given a semantic differential scale based on terms descriptive of elementary school boys and girls and asked to check terms they thought most descriptive of the behaviors and attitudes of the different sexes. Anglo-American teachers tended to find boys more giggly, silent, bossy, steady, open, vexing, factual, rational, bad, ugly, independent, and obtrusive. Cuban-American teachers tended to find boys more morose, dependent, talkative, shy, protective, creative, pleasing, emotional, sweet, pretty, and imaginative. Anglo-American teachers found girls more virile, obtrusive, mischievous, sharing, straightforward, careless, dependent, quiet, and cowardly. Cuban-American teachers tended to find girls more prissy, shy, malicious, sneaky, independent, loud, brave, and selfish. These differences in perceptions are not considered inherently bad since

some of the traits of males and females considered negative by one culture are considered positive by the other. It is hoped that teachers from different cultural backgrounds would be made aware of possible conflicts which their expectations might cause when working with children from cultural backgrounds different from their own. (JD)

ED 213 685 SP 019 768

Goodman, Jesse
The Role of the University: The Seminar Experience in a Humanistic Teacher Education Program.
Pub Date—Mar 82

Note—53p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).

Pub Type—Speeches/Meeting Papers (150)—Reports—Descriptive (141)—Reports—Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Education Courses, Education Majors, Elementary School Teachers, *Field Experience Programs, Higher Education, Humanistic Education, Preservice Teacher Education, *Seminars, *Student Attitudes, Student Teacher Relationship, *Teacher Attitudes, *Teacher Education Curriculum, Teacher Education Programs, *Teacher Educators, Teaching Methods

A three-part program in elementary teacher education was initiated as an experimental and alternative approach to a traditional teacher education program, and students and faculty members in this elementary education program (EEP) were observed and interviewed during two university quarters (six months). The EEP was organized around three interrelated components: (1) a seminar, or small discussion group, for students to share problems and build a personal educational belief system; (2) study of content, composed of methods and curriculum courses; and (3) field experiences. The seminar was referred to as "the heart of the program," as it reflected many of the program's humanistic philosophies. The seminar offered an informal learning environment or home base from which students' personal and professional growth was fostered through reflection and dialogue. "There is no one 'right' way to teach" was a slogan often expressed in opposition to traditional approaches to and philosophies of education. Several portions of various interviews are transcribed to show students', seminar leaders', and teacher educators' reactions to the seminar, courses, and field experiences. Several conclusions are made about the effectiveness of the EEP and its role in the preparation of teachers. A list of 54 references is included along with three appendices on the topics of the role of the EEP seminar leader, recommended seminar activities, and a statement on disciplinary actions taken against school children. (FG)

ED 213 686 SP 019 769

Amodeo, Luiza B. Martin, Jeanette
A Study of the Effects of Multicultural Training on the Factual Knowledge and Stereotypic Attitudes of Elementary and Secondary Teachers.
Pub Date—Mar 82

Note—24p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Attitude Change, Cultural Differences, Elementary School Teachers, Elementary Secondary Education, Ethnicity, *Ethnic Stereotypes, *Inservice Teacher Education, Interpersonal Competence, Minority Groups, *Multicultural Education, Program Effectiveness, Secondary School Teachers, Sex Differences, *Sex Stereotypes, Social Attitudes, *Teacher Attitudes, Teaching Experience

The effects of a graduate multicultural education course on 27 elementary and secondary teachers were studied. The subjects represented Chicano and Anglo ethnic groups. Teaching experience ranged from student teaching to eight years' experience. To help the subjects identify their own attitudes, questionnaires on ethnic and sex role identification were administered and discussed. During the course, discussions were held with ethnic and cultural groups and films were presented on the history and culture of various ethnic groups. Other activities included role playing and observing and analyzing non-verbal behavior. Pre- and posttests were given to determine the subjects' basic factual knowledge and their

attitudes toward minority groups. Analysis of ethnic knowledge test results revealed that all groups scored within one point of each other and all groups gained in the posttest scores. There were no main effect differences in the pre- and posttest scores on the cultural attitude test. Males who had taught three years or less had fewer stereotypical attitudes than those who had taught more than three years. The opposite was true for females. Elementary teachers with more than three years teaching experience had fewer stereotypical attitudes than those with less experience. However, secondary teachers showed the reverse of this attitude. Subjects' ethnic heritage had no significant effect on the results of the cultural attitude test. The subjects had fewer stereotypical attitudes toward Native Americans after the course. No differences among groups were found in the cultural attitude subtest scores on blacks. The results suggest that a six-week course is not long enough to have a significant influence on attitudes. Test results are presented in tabular form. (JD)

ED 213 687 SP 019 770

Tisher, Richard P.
Teacher Induction: An International Perspective on Research & Programs.

Pub Date—Mar 82

Note—27p; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
Pub Type—Speeches/Meeting Papers (150)—Reports—Descriptive (141)—Information Analyses (070)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Beginning Teachers, Comparative Analysis, *Delivery Systems, Educational Research, *Education Work Relationship, Foreign Countries, Inservice Teacher Education, *Program Effectiveness, *Teacher Orientation, Teacher Role, Teacher Supervision, Teaching Experience

This paper discusses the nature of teacher induction programs and of research on this topic in European, North American, and Australian countries. Research studies and induction program content and processes in the various countries are explored and compared. Among assertions and conclusions made from this study, which is meant to stimulate further exploration, were: (1) Induction cannot be left to infrequent, unplanned, informal help from experienced colleagues; (2) The deficit-dependency model which underlies many teacher induction programs is inappropriate; (3) The nature of induction programs and the research about them should be governed by socialization theories that recognize that induction is a complex, interactive, negotiated, and provisional process; (4) Research should be conducted on the impact of different school contexts on beginning teachers and on changes in their expectations and perceptions of induction; (5) New ingenious modes for disseminating research results to policymakers are required; and (6) A practical and constructive way to foster induction is through innovative action research programs accompanied by formative evaluation. Forty-six references on the topic of teacher induction are included. (Author/JD)

ED 213 688 SP 019 771

Smith, Lyle R.
Training Teachers to Teach Clearly: Theory into Practice.

Pub Date—Feb 82

Note—15p; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
Pub Type—Speeches/Meeting Papers (150)—Reports—Descriptive (141)—Reports—Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Communication Skills, Higher Education, *Instructional Improvement, Program Effectiveness, Public Speaking, Secondary Education, *Speech Communication, Speech Improvement, *Speech Skills, *Teacher Education, Teacher Effectiveness, *Teaching Methods, Teaching Skills

Secondary education majors participated in a one-week microteaching program in which they were trained to identify and quantify verbal behaviors that inhibit teacher clarity. Teacher clarity indicators were identified as vagueness terms and mazes. Vagueness terms are indicated by approximation or lack of clarity and assurance. Mazes are garbles, stutters, slips of the tongue, false starts, and redun-

dancy. Students in both the experimental and control groups were completing certification requirements or were updating certificates they currently held. All students were assigned two lesson topics to prepare for presentation to a class. After the students in the experimental group presented their first lesson, the investigator defined vagueness terms and mazes. Sample tapes of the lessons were played and the experimental group was trained to identify and quantify vagueness terms and mazes. Ways to reduce the frequency of these terms and mazes were discussed. In reviewing their taped discussions, no mention of vagueness terms and mazes was made to students in the control group. Students in the experimental group reduced their use of vagueness terms and mazes from the first lesson, while those in the control group reduced only the frequency of mazes. Although these research results were interpreted within certain limitations, it can be concluded that teachers can be trained to significantly reduce the frequency of vagueness terms by focusing on the terms and by preparing lessons to eliminate them. Mazes can be reduced by simply presenting lessons and reviewing their presentations. (JD)

ED 213 689 SP 019 772

Axtmann, Annette
Who Said What, Did What, Where and Why? Report of an Interactional Method Designed for Reciprocal Accountability between Supervisor and Teacher.

Pub Date—May 81

Note—11p; Paper presented at the New England Educational Research Organization (Lenox, MA, May, 1981).

Pub Type—Reports—Descriptive (141)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Classroom Observation Techniques, Elementary Education, Elementary School Teachers, Evaluation Methods, Student Behavior, Student Needs, *Teacher Administrator Relationship, Teacher Effectiveness, *Teacher Evaluation, *Teacher Improvement, *Teacher Supervision

A three-part method of teacher supervision is based on a developmental approach to early education. The method assumes that children learn by interacting with their environment and respond to the educational environment differently, according to their individual backgrounds, temperaments, and learning styles. An observational record, written by a supervisor during a classroom visit, is the first part of the method. The record focuses on child behavior within the context of a lesson or activity and is written as nearly as possible without interpretation or evaluation. The observational record is used in the second part of the method, a conference during which the observational record is co-analyzed by the supervisor and teacher. Excerpts from the record are selected by the supervisor and are studied, and suggestions evolve naturally out of the discussion. The third part is a conference summary resulting from the co-analysis of the observational record. The summary is written by the supervisor to document the insights gained from the conference and to help in planning future meetings. The method should develop the teacher's awareness for growth potential through the teaching process. It can also strengthen reciprocal accountability between the teacher and supervisor. Abbreviated samples of forms used in the method are appended. (FG)

ED 213 690 SP 019 773

Kapel, David E., Baker, Nan
Hunting For A New Teaching Position Or How To Get Your Foot In The Door. Draft.

Pub Date—Feb 82

Note—15p; Paper presented at the Annual Meeting of the Association of Teacher Educators (Phoenix, AZ, February 15, 1982).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Academic Records, Cooperating Teachers, *Credentials, Elementary Secondary Education, *Employer Attitudes, Rural Areas, School Districts, Student Teacher Supervisors, *Teacher Background, Teacher Certification, *Teacher Employment, *Teacher Qualifications, Urban Areas

Identifiers—*Kentucky

An opinionnaire/questionnaire was developed to discover the types of information superintendents and other administrators look at most carefully

when reviewing materials sent by applicants for teaching positions. Responses were obtained from superintendents of urban, rural, and small town school districts in Kentucky. A vast majority of the superintendents regarded confidential references as a valuable source of information on an applicant. References from teacher candidates' supervising teachers were the most prized of all references, followed by those of education professors in the applicants' department or program. Personal references and references from non-education professors in academic departments most related to applicants' majors were the next most valued set of references. Superintendents preferred to have a list of all courses completed by the applicant included with the application materials. They also felt that official transcripts were important. Urban superintendents preferred a student data sheet over a resume developed by the student; superintendents from rural and small town areas preferred a resume. Certifications held by applicants were important to all of the superintendents. Records of professional and non-professional work experience were also considered valuable. Results of the survey are appended in tabular form, and a sample student data sheet and an evaluation form used by the University of Louisville (Kentucky) are included. (JD)

ED 213 691 SP 019 781

Regulations for Certifying School Personnel and Accrediting Institutions and Approving Programs Offering Teacher Education. Effective (Temporary) January 8, 1982; Effective (Permanent) May 1, 1982.

Kansas State Board of Education, Topeka.

Pub Date—[82]

Note—49p.

Pub Type—Legal/Legislative/Regulatory Materials (090)—Guides—Non-Classroom (055)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Accreditation (Institutions), Elementary Secondary Education, Higher Education, School Personnel, *Schools of Education, State Boards of Education, *State Standards, *Teacher Certification, *Teacher Education Curriculum, *Teacher Education Programs

Identifiers—Kansas

This handbook contains regulations (effective May 1982) for teacher certification and for accreditation and approval of teacher preparation programs in Kansas. Under the approved approach for program accreditation, a teacher education institution submits its program for approval to the Kansas State Board of Education. Once the program is approved, its graduates are eligible to be certified to teach in elementary or secondary schools. The first area covered in this handbook includes procedures and requirements for applying for initial teacher certification, renewal of teacher certification, and emergency substitute teacher certification. These procedures are outlined in three sections. The next section contains certification requirements for all school personnel, including administrators, teachers, health personnel, and special educators. The third section lists the regulations for accrediting teacher education institutions and approving teacher education programs. In addition to general program approval requirements, standards for accrediting various curricula in which teachers may specialize are covered. The last section presents regulations governing accreditation of advanced programs for school personnel. A list of accredited colleges and universities in Kansas is appended. (FG)

ED 213 692 SP 019 784

Lackey, Carolyn J., Kolasa, Kathryn M.
Nutrition in Bite Size Pieces. Nutrition Education in the K-6 Classroom.

Michigan State Univ., East Lansing. Dept. of Food Science and Human Nutrition.

Pub Date—[81]

Note—40p.

Available from—Food Science & Human Nutrition, Attn: K. Kolasa, Room 1, Human Ecology, Michigan State University, E. Lansing, MI 48824 (\$4.00).

Pub Type—Guides—Classroom—Teacher (052)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Agricultural Production, Class Activities, *Consumer Education, *Dietetics, *Eating Habits, Elementary Education, Food Service, *Health Education, *Nutrition, *Nutrition Instruction, Physical Health, Self Care Skills

This booklet presents basic nutrition background information and class activities for teachers of kin-

dergarten through sixth grade. It is divided into five units. In the first unit, the six nutrient groups (carbohydrates, fats, protein, vitamins, minerals, and water) are listed with descriptions of their functions and sources. A discussion is included of the special dietary needs of the school aged child. Unit 2 discusses the different food groups, daily food needs, and balancing food selections in menus. School meals, snacks, breakfast needs, and food behavior patterns are also addressed. Growing and processing food are the topics of the third unit. In Unit 4, consumer information is presented, including: nutrition labeling, unit pricing, cents-off coupons, and other factors influencing decisions on food buying. Unit 5 offers information on nutrition and health, obesity, dental disease, and iron deficiency anemia. A list of organizations, agencies, and publications that offer information on nutrition is appended. (JD)

ED 213 693 SP 019 789

The Prevention of Teacher Burnout Through Stress Management.

Pub Date—[80]
Note—15p.

Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavior Patterns, *Coping, Interpersonal Competence, Mental Health, Physical Health, Problem Solving, Self Concept, *Stress Variables, Teacher Behavior, *Teacher Burnout, *Well Being

The physical and emotional manifestations of burnout are described. A five-phase model is outlined for preventing extensive stress leading to teacher burnout. Phase One is predicated upon the notion that a professional cannot manage stress without the ability to identify it. Descriptions are given of the signs of physiological, psychological, and behavioral stress. Phase Two involves an analysis of the sources of stress. Lists are provided of common stressors within the family environment and the professional workplace. The cognitive and physical factors that emerge as internal sources of stress and potential burnout are discussed. The cognitive factors concern the thoughts, ideas, beliefs, and perceptions regarding the activating events in one's life and the various experiences in day-to-day living. The physical stressors have the most harmful long range effects on the human body. The third phase of the preventive model offers suggestions on how to develop a stress management plan. This includes relaxation exercises, cognitive restructuring, health habit changes, situational changes, time management, and obtaining social support or help from others. Phases Four and Five of the model consist of implementation of the stress management plan and evaluation of its effectiveness. (JD)

ED 213 694 SP 019 796

Howard, Bessie C.
Mathematics in Content Areas. MICA. A Teacher Training Approach.

Howard Univ. Washington, D.C.
Spons Agency—Office of Education (DHEW), Washington, D.C. Teacher Corps.

Pub Date—Feb 82
Grant—G007803205

Note—42p. Paper presented at the Annual Conference of the Association of Teacher Educators (62nd, Phoenix, AZ, February 14-17, 1982).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Curriculum Development, Elementary School Mathematics, Elementary Secondary Education, *Inservice Teacher Education, Interdisciplinary Approach, *Mathematics Anxiety, *Mathematics Instruction, *Mathematics Teachers, *Peer Teaching, Secondary School Mathematics, Student Attitudes, Teacher Attitudes, *Team Teaching

Although skill in mathematics will be a crucial human resource in the future, there is a national disaffection with and fear of mathematics. To reverse this situation, all teachers should be required to have inservice instruction in mathematics, focusing on how mathematics supports and relates to specific content areas. Teachers' avoidance of and anxiety about mathematics influences the attitudes of students. Two inservice models have been used to develop teachers' mathematical abilities and to help them integrate mathematical concepts into their courses. The model for elementary school teachers includes learning modules on: mathematics anxiety,

mathematics concepts, metrics, how children learn mathematics, using manipulatives, games for learning mathematics, motivation for mathematics, learning tools and equipment, problem solving techniques, increasing capacity for mental computation, using mathematics as a tool, and teaching mathematics in other content areas and learning centers. The program for secondary teachers is in three phases. In Phase I, mathematics teachers identify mathematics skills most appropriate for support of other subject areas. They increase their abilities to provide instruction in at least one other subject area through the use of mathematics and develop skills in consultation, curriculum building, and team teaching. In Phase II, one mathematics teacher works with one or more content area teachers in peer support learning teams. The mathematics teacher serves as team consultant in mathematics content, and the content area teachers provide instruction to the mathematics teacher on content to which mathematics can be applied, leading to the goal of team teaching. Examples are appended of elementary and secondary training ideas. (JD)

ED 213 695 SP 019 800

Curriculum Planning in Secondary Physical Education.

Georgia State Dept. of Education, Atlanta. Office of Instructional Services.

Pub Date—81
Note—122p.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Adapted Physical Education, *Athletics, *Curriculum Development, Dance, Lifetime Sports, Outdoor Education, *Physical Education, *Physical Fitness, Physical Recreation Programs, Program Administration, *Program Content, Program Evaluation, Secondary Education, *State Standards, Student Evaluation

Identifiers—*Georgia
Based on Georgia Department of Education standards, this guide is designed to provide secondary school physical educators with a framework for a comprehensive and adaptable instructional program. The first two chapters explain the philosophy behind the program and suggest implementation procedures within the school physical education department. A chapter on policies gives the point of view of the Georgia Department of Education on administrative and procedural issues such as grading, safety, health services, and interscholastic athletics. In the final chapter, the physical education program content is discussed, divided into general categories: (1) fitness sports; (2) lifetime sports; (3) recreational games; (4) track and field; (5) team sports; (6) outdoor education; (7) rhythms and dance; (8) lead-up games; (9) physical education for the handicapped; (10) adapted physical education; (11) aquatics; (12) combatives; and (13) evaluation, measurement, and assessment. A bibliography of further readings for each chapter is included. Appendices provide a glossary of physical education terms and lists of essential life skills, first aid supplies, physical education films, and noninstructional resources for physical education programs. Also appended are guidelines, standards, state laws, sample forms and letters, and a checklist for evaluating Title IX compliance. (FG)

ED 213 696 SP 019 804

MacCracken, Mary Jo
The Effects of Class Organization Upon the Balance Performance of Young Children.

Pub Date—[78]
Note—14p.

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Age Differences, Child Development, Educational Environment, Peer Groups, *Performance Factors, *Physical Fitness, *Psychomotor Skills, Role Models, Sex Differences, Socialization, *Social Reinforcement, Stranger Reactions, *Student Reaction, Test Anxiety, *Young Children

The effects of the presence of others on 120 young children's performance of balancing skills were tested. The boys and girls, aged four, six, and eight, were tested under three different conditions: while acting "alone," in coaction (pairs), and alone before an audience. The tests were divided into simple and complex balance tasks, consisting of walking forward and backward on lines or balance beams of various widths. Results revealed that the presence of others appeared to arouse general drive and facili-

tated performance depending on the subject's age, skill level, tasks used, and environment provided. No significant differences between the sexes in balance performance were noted. In the spectator setting, the six-year-old subjects' performance was impaired when skill level was low, but enhanced when skill level was high. No significant difference between spectator performance and performance alone was apparent in the performance of the four-year-old subjects with the exception of their performance in the "alone" state. Overall, age was found to have strong effects on the measures tested. The results appear to support contentions that evaluation apprehension and past learning experiences are basic to the facilitation of performance. (Author/FG)

ED 213 697 SP 019 805

Hughley, Carey
Visual Field Photography as a Teaching Aid.

Pub Date—[81]
Note—13p.

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Athletes, Athletics, Audiovisual Instruction, College Students, Higher Education, *Instructional Films, Physical Education, *Psychomotor Skills, Simulation, *Skill Development, *Teaching Methods, *Visual Learning, Visual Perception

This study sought to determine the difference between learning with the aid of a motion picture presenting the visual field of the performer and the performer in action and learning with the aid of a motion picture presenting only the performer in action. Two motion pictures of a student tracking on a pursuit rotary unit constituted the experimental factors. The first motion picture was taken from the point of view of a spectator; the second motion picture showed both the view of the spectator and the visual field of the person tracking. The subjects were divided into three groups identified as control, experimental spectators, and experimental performers. The control group did not view either of the motion pictures. Subjects in the experimental spectator group were instructed to watch the film of the person tracking and see if they could see anything that would help them to track better. The experimental performer group viewed the motion picture from both the performer field of view and the view of the spectator. Both experimental groups were instructed to employ any technique that they may have seen in the film to improve their own target time. Findings indicated there was no difference in learning under the three different conditions. Two conclusions are drawn from the findings. One concerns the type of skill to be learned. More significant information should be present in the visual field of a gross motor task as opposed to the fine motor task of tracking. The second conclusion concerned the presence or absence of danger in the skill. Skills that require the body to make moves at the recognition of visual cues or risk an injury might benefit from visual field photography as a training tool. (JD)

ED 213 698 SP 019 806

Black, Donald
Cooperating Teacher Remuneration: Where Are We? ATE Bonus Publication.

Association of Teacher Educators, Reston, Va.
Pub Date—[79]

Note—11p.
Available from—Association of Teacher Educators, 1900 Association Drive, Reston, VA 22091 (\$1.00).

Pub Type—Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Administrator Attitudes, *College School Cooperation, *Compensation (Remuneration), *Cooperating Teachers, Elementary Secondary Education, *Field Experience Programs, Higher Education, Schools of Education, Surveys, *Teacher Salaries, Teacher Supervision

Forty college and university directors of field experiences (from 40 different states) responded to a survey on their payment practices for cooperating teachers. A wide variety of payment practices exists among the states, ranging from no payment, tuition waivers, to various amounts of money. Most directors indicated that their system of payment was consistent with other institutions in their state. The majority of respondents, whose university operated on the semester system, said that there was no difference in payment for quarterly versus semester arrangements. Few changes were noted in the

amount paid to cooperating teachers in the past ten years. Fifty percent of the directors knew of no impending pay changes among the institutions in their state. The state board of regents, state legislature, and state educational association were mentioned as having the most influence on payment practices. Sixty-five percent of the respondents said that school administrators were not paid for having a student teacher in the building. Eighteen percent of the directors indicated that they paid teachers for working with early field experience (pre-student teaching) students. It is concluded that, to ascertain if a trend is emerging to change present payment policies regarding cooperating teachers, a broader indepth survey should be made. (FG)

ED 213 699 SP 019 839
 Bruner, Anna L. And Others
 Stress Producing Conditions in the Secondary Classroom.

Pub Date—Feb 82
 Note—11p; Paper presented at the Annual Conference of the Association of Teacher Educators (Phoenix, AZ, February 14-18, 1982).
 Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)—Numerical/Quantitative Data (110)

EDRS Price—MF01/PC01 Plus Postage.
 Descriptors—Administrator Responsibility, *Classroom Techniques, *Discipline Problems, Educational Environment, Family Environment, Resource Materials, School Buildings, Secondary Education, Secondary School Curriculum, *Secondary School Teachers, *Stress Variables, Student Teacher Ratio, *Teacher Administrator Relationship, *Teacher Attitudes

Secondary school teachers in the Houston Independent School District were asked for their perceptions of variables that contributed to difficulty of teaching. A 60-item questionnaire included variables from school environment categories: student characteristics, managerial efficiency, instructional program, material resources, teacher personal needs, teaching assignment characteristics, family/home characteristics, and facilities. Results revealed that the 19 highest ranked variables clustered around classroom management and administrative management. Classroom management concerns were at the top of the list for the teachers; they ranked a lack of administrative support for discipline first, and teaching hostile and disruptive students second. Fifteen of the 19 highest ranked variables concerned responsibilities of either building or upper management. The findings emphasized a need for less administrative paperwork, fewer interruptions over the school intercom, and smooth management of necessary changes in the daily routine. There was a desire for administrative support in dealing with parents, for adequate security measures, and for control of hall traffic during class time. The findings indicated that racial and socioeconomic demographics of students and personal family life do not create difficult teaching settings, but that problems were created by disruptive students, emotionally disturbed students, student absenteeism, and parents who do not value education. A rank order list of the sixty variables from the questionnaire is appended. (JD)

ED 213 700 SP 019 844
 Block, James H. And Others
 Some Neglected Parameters of the Student Role in Teaching. Final Report.
 Spons Agency—National Inst. of Education (ED), Washington, D.C.
 Pub Date—31 Dec 81
 Grant—NIE-G-80-0070
 Note—65p.
 Pub Type—Reports—Research (143)—Informational Analyses (070)

EDRS Price—MF01/PC03 Plus Postage.
 Descriptors—Grade 8, Individual Differences, Junior High Schools, *Play, School Activities, *Student Attitudes, *Student Behavior, Student Interests, *Student Motivation, Time on Task, *Work Attitudes

This study explored student perspectives on their work and play at school and examined why they engage in work and play. Nineteen eighth grade students, who were predominantly white, and of the middle or upper middle class, were the subjects. The students were asked to conduct an interview on a grand tour and then various mini-tours of their activities during a school day. They also were asked to categorize different activities as either work or play. This was done to help them articulate their precise

thoughts and feelings about the nature of work and play. Work activities were commonly perceived by the students as things they had to do whether they wanted to or not, and among the reasons they did them was because the teacher graded them. Play activities were seen as things the students did because they wanted to and because they were fun. The findings suggested that students see their school activities in terms of work or play. A discussion is presented on the importance of developing instructional activities and curricula to increase their play-like qualities and to provide higher motivation for students. (JD)

ED 213 701 SP 019 845
 Burlingame, Martin
 Social Settings in Educational Organizations: An Exploratory Study of Deliberate Segregation and Change in Schools.

Illinois Univ., Champaign. Coll. of Education.
 Spons Agency—National Inst. of Education (ED), Washington, D.C. Educational Policy and Organization Program.
 Pub Date—Aug 81
 Grant—NIE-G-80-0160
 Note—100p.
 Pub Type—Reports—Research (143)

EDRS Price—MF01/PC04 Plus Postage.
 Descriptors—*Educational Change, Educational Environment, Intergroup Relations, *Interpersonal Relationship, *Peer Groups, Personal Space, Problem Solving, Secondary Education, *Secondary School Teachers, *Social Behavior, *Social Isolation, Socialization, Social Structure, Teacher Attitudes

The faculty lounge of a junior high school was chosen as the site for observation of teachers in this study of social interactions and attitudes. The study focused on the effect of the segregation or isolation of the individual teacher (who functions as an autonomous unit in the classroom) upon the school as an organization and upon attempts to bring about educational change. The teachers were segregated from each other by the organizational pattern and physical layout of the school. However, they shared common classroom problems as well as other problems. Conversation in the faculty lounge consisted mainly of brief, sporadic interchanges that were casually social in nature. It was observed that, for the most part, classroom realities were the main topic of their short conversational exchanges. They discussed the difficulties of controlling a class, particular students, the nature of adolescent students, and the necessity of teaching certain subjects. Discussion of the problems of being a teacher centered around rewards and drawbacks, the effects of teaching upon themselves, their public image, and the lack of support from parents and the community. The teachers, however, saw themselves as a generally good group of people doing a good job. They perceived themselves as a unit within the larger organizational framework of the school system, and, within the parameters of their own classrooms, powerful. The efforts of teachers to clarify their individuality and commonality suggest that those who propose changes at the school level must be aware not only of classroom realities but also of teachers' problems. Teachers will resist change they feel has no clear or immediate value for their students or themselves. (JD)

ED 213 702 SP 019 847
 Guskey, Thomas R. And Others
 The Effectiveness of Mastery Learning Strategies in Undergraduate Education Courses.
 Pub Date—Mar 82
 Note—15p; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March, 1982).
 Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.
 Descriptors—*Academic Achievement, *Education Courses, Education Majors, Feedback, Higher Education, *Mastery Learning, *Minimum Competencies, Preservice Teacher Education, Sex Differences, Student Attitudes, *Teaching Methods

This study was designed to assess the effectiveness of a group-based, teacher-paced model of mastery learning for instruction in undergraduate education courses. It was hypothesized that the mastery-taught students, who were provided formative tests and corrective activities, would achieve higher scores on the final examination and higher grades in the course than the control group. It was

also hypothesized that the experimental group would demonstrate greater interest in their learning than the control group by attending class more regularly. Subjects were advanced sophomores or first semester juniors enrolled in six sections of a one-semester course dealing with topics in educational psychology and teaching exceptional children in the mainstreamed classroom. Fifty-five students constituted the mastery learning group, and the control group had 142 students. A series of formative tests were developed for the experimental group with accompanying feedback and corrective activities. Corrective work was completed outside of class by those students who did not attain 90 percent mastery on the formative tests. Although the course content, sequence of topics, activities, and group-based instruction were identical in all sections, only in the mastery learning sections were regular checks on learning progress coupled with corrective activities. At the end of the term, students in all sections were administered a common final examination. An analysis of the results indicated that the mastery group demonstrated higher levels of achievement than their peers trained in a typical lecture approach. The significantly fewer absences in the mastery learning group suggested that, concomitant with their superior achievement, these students were more interested in their coursework. (JD)

ED 213 703 SP 019 848
 Van Horn, Kathleen L.
 The Utah Pupil/Teacher Self-Concept Program. Teacher Strategies That Invite Improvement of Pupil and Teacher Self-Concept.

Pub Date—Mar 82
 Note—56p; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March, 1982).
 Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)—Reports—Descriptive (141)

EDRS Price—MF01/PC03 Plus Postage.
 Descriptors—Behavior Change, Elementary Secondary Education, Helping Relationship, *Inservice Teacher Education, Interaction Process Analysis, Research Design, *Self Concept, Student Alienation, *Student Teacher Relationship, Teacher Attitudes, *Teacher Behavior, Teacher Effectiveness, *Teacher Influence, Training Methods, *Verbal Communication
 Identifiers—*Utah Pupil Teacher Self Concept Program

The Utah Pupil/Teacher Self-Concept Program is designed to train teachers in the use of verbal behaviors that improve the self concept of students by replacing judgmental statements with positive descriptive messages. The program is based on a successful prototype used with elementary school teachers. Four individualized modules were developed to train teachers to communicate descriptively rather than judgmentally. A preliminary field test was conducted with two junior high school teachers to collect formative evaluation data on the effectiveness of the newly developed program for secondary school teachers. Each teacher was observed for three days prior to the training and for the last two days of the two-week training period. A major problem was measuring changes in pupil self concept at the secondary level which is difficult because the students are exposed to more than one teacher during their school day. Both of the teachers in the field test learned to recognize their use of judgmental behaviors and to replace those behaviors with appropriate descriptive strategies in a high incidence of interaction situations. Graphs illustrating the teachers' behavior changes during the course of the program are presented. Tables present observers' records of each teacher's use frequencies for the self-perception behaviors outlined in the modules. Included in the appendix is the Objective Self-Concept Teacher Behavior Observation Form and guidelines for criterion observations. Also included are graphs delineating the progress of the elementary teachers who were the subjects of the pilot study. A field test is being conducted to collect summative data on secondary teacher behavior changes and will be concluded in June, 1982. (Author/JD)

ED 213 704

SP 019 849

Guskey, Thomas R.

The Influence of Change in Instructional Effectiveness upon the Affective Characteristics of Teachers.

Pub Date—Mar 82

Note—27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March, 1982).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Affective Objectives, *Attitude Change, Inservice Teacher Education, *Instructional Improvement, *Mastery Learning, *Program Effectiveness, Secondary Education, *Self Esteem, Teacher Attitudes, Teacher Characteristics, Teacher Effectiveness, *Teacher Responsibility

The influence of positive change in instructional effectiveness upon several affective characteristics of teachers was investigated. The focus of the study was upon the influence this change in effectiveness might have upon measures of teachers' feelings of responsibility for student achievement, feelings toward teaching, and teachers' self-concept. Fifty-two secondary school teachers participated in a workshop on mastery learning techniques. They agreed to teach two classes in the same subject area and grade level during the school term following their training. One of these classes was to be taught using mastery learning (mastery group), the other to be taught by whatever methods the teacher typically employed (control group). Before the workshop sessions, the teachers were given a three-part questionnaire on their feelings of responsibility for student achievement, their feelings toward teaching, and their confidence in their teaching ability. Following the school term, the teachers were again tested, and the achievements of their mastery and control students were evaluated. A high percentage of the teachers were found to have experienced positive change in their instructional effectiveness through mastery teaching. An analysis of results indicated that, as the teachers became more effective in their teaching, they tended to accept greater responsibility for the learning outcomes of their students and to like teaching much more but, at the same time, expressed diminished confidence in their teaching abilities. In post-testing, the teachers who chose not to use the mastery techniques expressed increased confidence in their teaching but revealed increasingly negative feelings about teaching. The implications of this study for inservice education are discussed. (JD)

ED 213 705

SP 019 850

Munroe, Mary Jeanne

Teaching Strategies for Effective Mainstreaming.

Pub Date—Mar 82

Note—48p.; Paper presented at the Conference of the Association for Supervision and Curriculum Development (Anaheim, CA, March 21-23, 1982).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Classroom Communication, Classroom Techniques, Elementary Secondary Education, *Helping Relationship, *Mainstreaming, *Student Motivation, Student Teacher Relationship, *Teacher Behavior, Teacher Education, Teacher Influence, *Teaching Methods, *Teaching Styles

Meeting the needs of a wide range of student abilities in the classroom taxes the talents of educators. If mainstreaming is to be effective, interactions in the mainstreamed classroom should be supportive of students' learning abilities. Since they shoulder the major responsibility of effective mainstreaming, teachers need information and support in using new teaching styles and behaviors. Research studies on teacher attitudes, behaviors, and skills have resulted in findings that provide a model for successful classroom interactions. Some behaviors are easier to incorporate into teaching patterns than others, and allowances must be made for individual teaching styles. Questioning techniques, such as question level, probing, and expectation are important factors in providing supportive feedback to students. Other supportive strategies include monitoring individual class work and fostering constructive interactions among students in small groups, so that mainstreamed individuals can learn about themselves through the responses and reactions of others.

ers. A model, appended in chart form, delineates teacher behaviors that support motivating interactions. Fifteen teaching patterns are defined and examples are given of their use in the classroom. Instructional behaviors include learning involvement, individual help, latency, probing, and questioning. Individual regard behaviors involve feedback, encouragement, listening, acceptance, and touching. In the category of managerial behaviors are monitoring, structuring comments, task orientation/expectation, transitions, and desist. (FG)

ED 213 706

SP 019 854

Henderson, Karla A. Comp. Bialeschki, M.

Deborah, Comp.

"What's New in Camping Research?" Abstracts. 1982 American Camping Association National Convention (New York City, NY, March 1-6, 1982).

American Camping Association, Martinsville, Ind. Pub Date—Mar 82

Note—25p.

Pub Type—Reference Materials - Bibliographies (131) — Reports - Research (143) — Collected Works - Proceedings (021)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, Adventure Education, *Camping, Disease Incidence, Exceptional Persons, Individual Needs, Long Range Planning, Mainstreaming, Marketing, Organizational Climate, *Outdoor Activities, *Recreational Activities, *Resident Camp Programs, Self Concept, *Staff Development, *Summer Programs

Abstracts are presented of twelve presentations made at the March 1982 National Convention of the American Camping Association: (1) the operations and environment of a summer residential camp serving individuals with disabilities, and the relationships among staff members' perceptions of the organizational climate, acceptance of self, acceptance of others, and cohesiveness; (2) self-concept change in young adults as a result of their employment in an organized summer camp; (3) the economic impact of children's camps in Massachusetts; (4) long range planning and marketing research for nonprofit or commercial camps; (5) disease incidence at a summer resident camp; (6) the effects of high adventure activities on adolescent self concept; (7) the effects of instructional strategies on the acquisition of knowledge and skill in outdoor pursuits; (8) an assessment and guide to adventure oriented programs in organized camp settings; (9) guidelines for integrating mentally retarded persons into regular day and residential camps; (10) outdoor education programs for gifted elementary and secondary students; (11) personal needs of resident summer camp staff members; and (12) using qualitative research to evaluate the summer experiences of camp staff. (JD)

ED 213 707

SP 019 869

Dance: Creative/Rhythmic Movement Education. A Conceptual Approach for K-12 Curriculum Development.

Wisconsin State Dept. of Public Instruction, Madison.

Spons Agency—Department of Education, Washington, D.C.

Report No.—Bull-2119

Pub Date—81

Note—86p.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Administrator Responsibility, *Curriculum Development, *Dance, *Educational Resources, Elementary Secondary Education, Instructional Materials, Learning Processes, *Movement Education, Psychomotor Skills, Skill Development, Teacher Responsibility, Teaching Methods, Teaching Styles

Identifiers—Wisconsin

This guide proposes a comprehensive, sequential development of a kindergarten through twelfth grade dance education curriculum. A discussion of the role of dance in education is presented in the first section. The second section addresses the major aspects of the teaching and learning modes, of planning for learning, and of concepts, skills, and knowledge basic to dance education. This section emphasizes and details the nonlinear integration of the cognitive, motor, and affective learning domains. Included in this section are models for learning units and a proposal for a retrieval system which makes quick access to dance resources, information,

and activities possible. The third section outlines supportive roles and responsibilities of administrators and teachers for the development and implementation of dance education programs. Physical facilities for dance, scheduling, and time allocations are discussed. Recommendations concerning the knowledge and competencies necessary for dance education teachers are also addressed in this section. The guide concludes with a list of various resources for dance educators. (JD)

ED 213 708

SP 019 910

Morrison, Betty Mae And Others

Joint Hampton-Michigan Program for Training Minority and Women Researchers. Volume I of II Volumes. Final Report.

Michigan Univ., Ann Arbor. School of Education. Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Aug 80

Grant—NIE-G-78-0182

Note—145p.; For related documents, see SP 019 911-919.

Pub Type—Reports - Research (143) — Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Black Teachers, *College Faculty, Doctoral Programs, *Educational Researchers, *Females, Higher Education, *Minority Group Teachers, Peer Relationship, Peer Teaching, Research Skills, Teacher Education, Teacher Participation, Teaching Methods, *Training Methods

Identifiers—Hampton Institute VA, *University of Michigan

The primary purpose of the Joint Hampton-Michigan program was to train 15 post-doctoral minority and women faculty members from the Hampton Institute (Virginia) and the University of Michigan in educational research skills. A secondary purpose was to investigate the effectiveness of several models through which the researchers were trained. The three models consisted of: (1) a dyad composed of a Hampton Institute junior faculty member and a University of Michigan senior faculty member; (2) a triad with a Hampton Institute junior faculty member, a University of Michigan senior faculty member, and a University of Michigan doctoral student; and (3) a triad composed of a Hampton Institute junior faculty member and University of Michigan senior and junior faculty members. Questionnaires, participant logs, and interviews were used to evaluate the program. It was noted that the dyads tended to become triads, through merging with other groups or by involving other staff members or graduate students. The triads were found to enhance a collegial, rather than a tutorial, relationship among participants. A major difficulty throughout the program was time restraints, especially for the Hampton Institute faculty, who had more duties than the other participants. Peer support emerged as an important success factor for the participants, who profited from the opportunity to interact with peers outside their specialization. Conference presentations, published articles, and dissertations were among the results of the program and are described in this report. (FG)

ED 213 709

SP 019 911

Joint Hampton-Michigan Program for Training Minority and Women Researchers. Volume II of II Volumes. Final Report.

Michigan Univ., Ann Arbor. School of Education. Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Aug 80

Grant—NIE-G-78-0182

Note—366p.; For related documents, see SP 019 910-919.

Pub Type—Reports - Research (143) — Collected Works - General (020)

EDRS Price - MF01/PC15 Plus Postage.

Descriptors—*Academic Achievement, Black Colleges, Black Literature, *Blacks, Black Teachers, *Educational Research, Health Education, Higher Education, Pretend Play, Program Evaluation, Relaxation Training, *Student Teacher Relationship, *Teacher Education, *Teacher Education Programs, Test Anxiety

Identifiers—Hampton Institute VA, University of Michigan

The papers presented in this volume are the team research reports of the Joint Hampton-Michigan Program conducted in 1979-1980 for junior faculty members of the Hampton Institute (Virginia) and graduate students and faculty members of the University of Michigan. The titles of the papers are: (1)

Social and Economic Implications of Teacher Training in Jamaica; (2) Effect of Test Anxiety, Locus of Control, and Use of Information Retrieval Aids on Academic and Predicted Performance of College Students; (3) Fantasy Play in Black Children; (4) The Effectiveness of a Combination Treatment Approach on Moderately Anxious Students at a Predominantly Black College; (5) Status Report of the Research Project: The Nature and Implications of Compatibility in Supervisory-Student Teacher Dyads; (6) Academic Curriculum and Clinical Practicum—Problems and Proposed Solutions in the Department of Communication Disorders, Hampton Institute; (7) Measurement of Indicators of Needs, Use & Dissemination of Health Information among Older Black Americans: Conceptual and Methodological Problems; and (8) Black Literature in the Secondary Schools. Some of the papers represent preliminary or status reports on research underway. (FG)

ED 213 710 SP 019 912

Barham, Wilton. *And Others*

Social and Economic Implications of Teacher Training in Jamaica.

Pub Date—[80]

Note—79p.

Available from—Not available separately; see SP 019 911.

Pub Type—Reports - Descriptive (141) — Reports - Research (143) — Tests/Questionnaires (160)

Document Not Available from EDRS.

Descriptors—*Developing Nations, Economic Development, *Educational Assessment, *Educational Change, Educational Planning, Foreign Countries, Futures (of Society), Higher Education, *National Programs, Nontraditional Education, Schools of Education, *Teacher Education Programs, *Teacher Effectiveness, Teacher Supply and Demand

Identifiers—Jamaica

A preliminary study of the teacher training process in Jamaica used statistics, historical documentations, and a questionnaire survey to address four topics: (1) the future contributions of the Jamaican system of teacher training to the economic welfare of the country; (2) adapting present teacher education programs to the needs of teachers who will work in nontraditional settings; (3) specific areas in teacher education curricula that can be changed to positively affect the nation's economic, political, and social future; and (4) structural and conceptual changes needed in teacher education programs. The history of education in Jamaica shows the struggle to establish teacher education programs, of which there are now 13. In preliminary surveys, answered by students in Jamaica's teacher education programs, on the characteristics of these programs, recommendations for educational practices and goals have emerged, but further analysis must be made to ascertain the potential role of teacher education in the socioeconomic development of Jamaica. The current status is that Jamaica has an inadequate supply of qualified teachers. Teachers should be trained to work in both formal and informal settings to reach the maximum number of people with educational needs. Higher admission standards and salaries are factors in obtaining better teachers. Appendices provide statistical information and student questionnaires. (FG)

ED 213 711 SP 019 913

Lusk, Sally Lechlitter. *And Others*

Effect of Test Anxiety, Locus of Control, and Use of Information Retrieval Aids on Academic and Predicted Performance of College Students.

Pub Date—[80]

Note—33p.

Available from—Not available separately; see SP 019 911.

Pub Type—Reports - Research (143)

Document Not Available from EDRS.

Descriptors—*Academic Achievement, *College Students, Higher Education, *Locus of Control, *Performance Factors, Student Attitudes, Student Characteristics, Study Guides, *Test Anxiety, Test Theory, Test Wiseness

Identifiers—Hampton Institute VA, University of Michigan

Parallel studies, by Sally L. Lusk at the University of Michigan, and by Linda Petty at Hampton Institute (Virginia), tested the hypothesis that students with a high amount of test anxiety would derive the greatest benefit from using information retrieval aids in the form of notecards during an examination. Also examined was the relationship between test

anxiety and locus of control (whether students attributed responsibility for test results to personal or external factors). For a sample of students at each university, a class examination was split into half and administered in two class sessions. During the first session, students were allowed to use a small notecard with class notes, but were not allowed to use notes for the second examination. Earlier in the term, students had completed the Test Attitude Inventory and locus of control measures. Prior to each examination session, students predicted their examination scores and completed two worry and emotionality questionnaires. After the first session, they responded to a questionnaire on the usefulness of their notecards and again completed the locus of control measures. The results of the studies did not support the hypothesis, since the performances of students with high test anxiety did not differ significantly from those of students with low test anxiety. Secondary analyses were performed at each institution to determine various interactions among anxiety, availability of notes, locus of control, and test performance. (FG)

ED 213 712 SP 019 914

McLoyd, Vonnice. *And Others*

Fantasy Play in Black Children.

Pub Date—[80]

Note—41p.

Available from—Not available separately; see SP 019 911.

Pub Type—Reports - Research (143) — Information Analyses (070) — Tests/Questionnaires (160)

Document Not Available from EDRS.

Descriptors—Age Differences, Behavior Development, *Black Youth, *Child Development, Economically Disadvantaged, Family Environment, *Fantasy, Imagination, *Mother Attitudes, *Preschool Children, *Pretend Play, Sex Differences, Socialization

A study, as yet unfinished, sought to replicate, expand, and provide preliminary answers to questions raised in previous research on the development of fantasy play by black children as functions of age, sex, income level, and other environmental factors. Fantasy play involves the attribution to persons, objects, materials, or situations of properties which they do not possess. Baseline data on fantasy play of black and economically disadvantaged children are needed to provide information about their cognitive processes and socialization. The study involved 72 preschool black children in dyadic free play. The children were equally divided by sex and income level and were observed and videotaped during four 30-minute sessions—two sessions using structured playthings and two sessions with unstructured playthings. A randomly chosen subsample of the children's mothers were interviewed about their attitudes and practices regarding fantasy play and the child's home environment. When fully transcribed and analyzed, the data will show frequency and type of attributions made during play by the children as functions of age, sex, income level, and the relationships between socialization and environmental factors and various indices of fantasy. Appended is the questionnaire that was used to obtain maternal attitudes and practices regarding children's play. (FG)

ED 213 713 SP 019 915

Morse, Roberta. *And Others*

The Effectiveness of a Combination Treatment Approach on Moderately Anxious Students at a Predominantly Black College.

Pub Date—[80]

Note—21p.

Available from—Not available separately; see SP 019 911.

Pub Type—Reports - Research (143) — Information Analyses (070)

Document Not Available from EDRS.

Descriptors—*Academic Ability, *Anxiety, *Attitude Treatment Interaction, Black Colleges, Black Students, *College Freshmen, Higher Education, *Interpersonal Relationship, *Relaxation Training, Stress Variables, Student Characteristics

Identifiers—State Trait Anxiety Inventory (Spielberger)

Treatment for two types of anxiety was tested in 78 black college freshmen: state anxiety, characterized by subjective feelings of tension, apprehension, and worry; and trait anxiety, the disposition to perceive a certain situation as threatening or dangerous. Students who were found to have high anxiety levels were assigned to four treatment groups and a

control group. The students in the control group received no treatment. Those students who had indicated they were anxious about a variety of situations comprised the two heterogeneous treatment groups. Two homogeneous groups were formed, one for students who had ranked anxiety about academics highest among five possible anxiety sources, and the other for students who ranked interpersonal relationships as producing the highest anxiety. The four treatment groups attended four treatment sessions consisting of instruction in the use of: (1) an emotive therapy approach in keeping a daily diary; (2) a progressive relaxation technique; (3) thought-stopping and visual-imagery techniques; and (4) group discussions of a counseling text. Discussions in the homogeneous treatment groups focused on the specific anxieties troubling those students, while treatment discussions for the heterogeneous groups were diffuse. After the treatment sessions, the control subjects' state anxiety was significantly higher than that of the treatment groups. However, the trait anxiety of the treatment groups was not significantly different than that of the control group. The relaxation therapy and rational emotive therapy were found to be the most effective treatment techniques. (FG)

ED 213 714 SP 019 916

Morse, William. *And Others*

Status Report of the Research Project: The Nature and Implications of Compatibility in Supervisory-Student Teacher Dyads.

Pub Date—[80]

Note—37p.

Available from—Not available separately; see SP 019 911.

Pub Type—Reports - Research (143) — Information Analyses (070)

Document Not Available from EDRS.

Descriptors—*Cooperating Teachers, Education Majors, *Helping Relationship, Higher Education, Physical Education, Preservice Teacher Education, *Self Concept, *Sex Differences, *Student Teacher Relationship, *Student Teachers, Teacher Effectiveness

Reports on a research project conducted on selected variables affecting the relationship between student teachers and their cooperating teachers in field experiences are presented. Following an outline of the status and future of the study, the professional and personal aspects of the relationship between student teachers and supervisors are discussed. A survey measured such factors as class difficulty and procedures, student competence, anxiety, self concept, and job satisfaction. A report is given on the interrelationships between physical education student teachers' perceptions of selected personal and professional characteristics. The research results are compared between same-sex and mixed-sex dyads of physical education student teachers and their cooperating teachers and the dyads of all other student teachers. Results from questionnaires and interviews are given in tabular form, and the implications are discussed. High correlations were found for female dyad relationships and personal and professional outcomes. (FG)

ED 213 715 SP 019 917

Pena, Deagelia M. *And Others*

Academic Curriculum and Clinical Practicum—Problems and Proposed Solutions in the Department of Communication Disorders, Hampton Institute. (Final Report).

Pub Date—Jun 80

Note—66p.

Available from—Not available separately; see SP 019 911.

Pub Type—Reports - Descriptive (141) — Reports - Research (143)

Document Not Available from EDRS.

Descriptors—*Clinical Experience, Clinical Teaching (Health Professions), *Communication Disorders, Cooperating Teachers, Field Experience Programs, Higher Education, *Participant Characteristics, *Program Attitudes, *Program Evaluation, Program Improvement, Special Education Teachers, *Student Teachers, Teacher Education Programs

Identifiers—Hampton Institute VA

A problem solving study focused on the effectiveness of the student speech therapy practicum, part of the speech pathology and audiology program in the Department of Communication Disorders at Hampton Institute (Virginia). The objective was to investigate participants' attitudes toward the program and its problems and provide solutions for

planning and maintaining a successful practicum. The practicum places senior or graduate level students in a facility that offers speech-language remediation for children and adults, under the direct supervision of a certified and licensed clinician. To obtain participant perceptions, an interview questionnaire, opinion scale, attitude inventory, and attitude scale were administered to the department's supervising teachers and students and to the facility clinicians. The primary research instrument was the questionnaire, which had different questions for each group, including sections on problems and solutions, expectations, and skills. Lack of opportunity for skills application and lack of necessary skills were the problems most often cited. The students and clinicians agreed that student practicum performance was satisfactory, while the college supervisors gave it a lower rating. The implications of the findings for using competency based teacher education as a solution is discussed. Appendices provide copies of the survey instruments and an analysis of the teamwork used in the data gathering process. (FG)

ED 213 716 SP 019 918

Walker-Burt, Gaynell. *And Others*

Measurement of Indicators of Needs, Use & Dissemination of Health Information among Older Black Americans: Conceptual and Methodological Problems.

Pub Date—[80]

Note—66p.

Available from—Not available separately; see SP 019 911.

Pub Type—Reports - Descriptive (141) - Reports - Research (143) - Tests/Questionnaires (160) Document Not Available from EDRS.

Descriptors—*Black Attitudes, Black Culture, Blacks, *Death, Educational Gerontology, *Health Education, Health Needs, *Information Services, *Older Adults, Pilot Projects, *Research Methodology

A research instrument was designed to obtain baseline data for a larger study on health information needs of older black adults. Two dimensions of the study are analyzed: the dissemination of health information and the influence of psychosocial issues on the behavior of older blacks. Two groups of 60 subjects each, one in Michigan and one in Virginia, were interviewed. Senior citizens' centers, television, and friends were the primary information sources of health information for those interviewed. A modified forced-choice technique and an open-ended questioning technique were used to obtain respondents' attitudes toward death and dying. A general trend toward positive attitudes emerged with the forced-choice technique rather than with the open-ended questions. It is concluded that direct questioning is a valid technique to measure health information needs and attitudes toward death and dying. The survey instrument is appended. (FG)

ED 213 717 SP 019 919

Sherman, Shirley C. To, Cho-Yee

Black Literature in the Secondary Schools.

Pub Date—[80]

Note—19p.

Available from—Not available separately; see SP 019 911.

Pub Type—Reports - Descriptive (141) - Information Analyses (070)

Document Not Available from EDRS.

Descriptors—*Black Literature, Black Studies, *Curriculum Development, *Educational Change, Educational Trends, *English Curriculum, Racial Attitudes, School Surveys, *Secondary Education, Social Values, Trend Analysis Identifiers—*Virginia

This paper presents an outline of the purpose and methodology of a proposed study to investigate the teaching of black literature in selected secondary schools in Virginia. Black literature will be defined as fiction, drama, poetry, and nonfiction written by black American writers. The use of black literature in the curriculum of the selected schools will be explored in five-year increments, beginning in 1953 and ending in 1978. The significance of the study will be the revelations of the changes in the types of literature offered to students in a multicultural environment. In a review of literature treating the integration of ethnic themes into a curriculum, the importance of selection criteria, stereotypical images, and the creation of separate black studies courses is discussed. A bibliography of 65 references is appended. (FG)

ED 213 718 SP 019 922

Hoffman, Jeffrey L. *And Others*

The Cooperating Teacher as Most Significant Other: A Competent Humanist.

Pub Date—82

Note—16p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cooperating Teachers, Empathy, *Helping Relationship, Higher Education, Identification (Psychology), Interpersonal Competence, Preservice Teacher Education, Self Concept, Student Attitudes, *Student Needs, *Student Teachers, *Teacher Characteristics, *Teacher Effectiveness, Well Being

A questionnaire, responded to by 185 Florida State University student teachers, sought to determine the student teachers' needs and their perceptions of who can be of the most assistance during their field experience. Seventy percent of the responses to the first part of the questionnaire named the cooperating teacher as the most significant helper (significant other). Another portion of the questionnaire directed students to identify the qualities of their most significant other. This process yielded four factors or characteristics: supportive, enthusiastic, pleasant, and challenging. Tables display the factor analyses of the characteristics. In a discussion of this data, it is concluded that awareness training for cooperating teachers must be provided to sensitize them to the student teachers' special perceived needs for personal support. Student teachers are preoccupied with personal anxieties and their self image as a teacher. They respond best to cooperating teachers who bring positiveness and enthusiasm to their teaching and interpersonal relations. It appears that student teachers need to be challenged by cooperating teachers to their maximum potential as they lend continuously strong emotional support. Student teachers face the same stressors as regular classroom teachers, compounded by inexperience and general anxieties about their future. Therefore, the training and selection of competent humanists as cooperating teachers is crucial. (JD)

ED 213 719 SP 019 923

Bowers, Henry C. III *And Others*

The Battle of Richmond. Politics and Teacher Certification Make Strange Bedfellows.

Pub Date—Oct 81

Note—16p.; Paper presented at the Southeast Regional Conference of the Association of Teacher Educators (Nashville, TN, October 29-31, 1981).

Pub Type—Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Admission Criteria, *Conflict, Elementary Secondary Education, *Governance, Higher Education, Political Power, *Schools of Education, State Boards of Education, State Legislation, State Standards, *Superintendents, *Teacher Associations, *Teacher Certification, Teacher Education, Teacher Evaluation Identifiers—*Virginia

A political struggle has developed in Virginia between its state superintendent of public instruction and the educational community. The primary disagreement is in the area of teacher certification, although admission requirements to teacher education programs are also disputed. The Teacher Education Advisory Committee (TEAC), composed of representatives from the education profession, parent/teacher groups, and school administrators, is responsible for advising the state board of education on policies related to teacher education, training, and certification. While the board of education is legally the responsible authority in Virginia, the state superintendent has placed the board in the unprecedented position of choosing between the recommendations of TEAC and those of the superintendent on teacher certification standards. The TEAC proposal, supported by education professionals, requires the graduate's completion of a state-approved education program, either in conjunction with or subsequent to the baccalaureate degree, before receiving a two-year probationary certificate. The superintendent proposes the alternate route of allowing certification of individuals holding a liberal arts degree from an accredited institution. These graduates must meet one or more endorsement requirements for secondary education and be recommended by the employing educational agency. The superintendent's proposal would allow any college graduate the same status as graduates of approved teacher education programs,

a two-year probationary certificate. It is the contention of educators that the superintendent's proposal reflects political expediency rather than concern for high quality of education for teachers and children. The board of education votes in December 1981 on the certification issue. (JD)

ED 213 720 SP 019 924

Kise, Joan Duff. *Darr, Alice Dazier*

A Conceptual Framework and Practical Applications to Help Regular Teachers Accommodate Special Students.

Pub Date—Feb 82

Note—15p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Phoenix, AZ, February 14-18, 1982).

Pub Type—Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Classroom Techniques, Elementary Secondary Education, *Exceptional Persons, Instructional Materials, *Learning Disabilities, *Mainstreaming, School Personnel, *Socialization, Student Evaluation, Student Rights, *Teacher Responsibility, Teaching Methods

In establishing a framework for successfully dealing with mainstreamed students, the rights and responsibilities of the administrator, psychological services personnel, classroom teachers, and special education teachers should be determined prior to placement of special students. The rights of the mainstreamed student and the other students in the regular classroom should also be delineated. Most classroom teachers with mainstreamed students frequently find adapting to students with physical handicaps less troublesome than adapting to students who have difficulty with cognitive skills. Techniques have been formulated for teaching students with below normal reading aptitude and skills. These procedures involve the use of audiovisual materials, art, music, and drama in assignments and presentations, and can be implemented so that the entire class benefits as well as the mainstreamed students. Classroom management concerns are foremost on the minds of many teachers with mainstreamed students, and planning for room arrangements, safety precautions, and the use of special equipment will be necessary. Mainstreamed students frequently have had little or no experience in the regular classroom and have difficulty adjusting to the expectations of teachers. Since mainstreaming affects social as well as academic learning, teachers should take steps to ensure a positive class environment. Lists of rights and responsibilities of mainstreaming participants and suggestions for teachers to use in socially integrating mainstreamed students into the class are provided. (JD)

ED 213 721 SP 019 925

Richardson, Durward *And Others*

Field Based Teacher Training Programs for Preservice and In-Service Growth.

Pub Date—Feb 82

Note—14p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Houston, TX, February, 1982). Appendix C (two pages) may not reproduce clearly.

Pub Type—Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Bilingual Education, *Child Care Occupations, Classroom Observation Techniques, Competency Based Teacher Education, Course Content, Degree Requirements, Elementary Education, *Field Experience Programs, Higher Education, *Institutional Cooperation, Interdisciplinary Approach, Student Teachers, *Supervisory Training, *Teacher Education Programs

Identifiers—*East Texas State University

Three teacher education programs developed at East Texas State University (ETSU) are characterized by a high degree of cooperation. The Bilingual Education Teacher Training Program was established with the collaboration of several departments and three colleges. Graduate and undergraduate degrees are offered in this interdisciplinary field-based systems approach to teacher education. Objectives for this program are competency based; the students acquire knowledge and skills in language proficiency, multiethnic awareness, bilingual teaching methods, measurement of student progress, and research methodology. Undergraduate students are assigned to limited English proficient children enrolled in local schools and are supervised by the

college faculty. The Teacher of Young Children Certification Program prepares students to work in child-related occupations such as nursery school management and to teach children aged three years to third grade. To receive a baccalaureate degree, students must complete the general university requirements, academic specialization courses in child development through the Department of Home Economics, and a professional education early childhood sequence of ten courses through ETSU's Department of Elementary Education. Two of the courses require a split assignment with half of the experience being in a kindergarten classroom and the other half in an elementary classroom. The Mount Pleasant Project is a cooperative effort between ETSU and the Mount Pleasant Independent School District (Texas) that offers a comprehensive training program for public school supervisors of student teachers and to teachers wanting to supervise student teachers in the future. The first level of this program provides initial instruction in clinical supervision, interpersonal communication, ideas and resources for the supervising teachers, and planning. The second level is devoted to detailed clinical supervision study, classroom observation skills, analysis of teaching, and techniques for conferencing. The third level emphasizes research and skill development. Details on course content and degree requirements for each of these programs are appended. (JD)

TM

ED 213 722 TM 810 795

A Report to the Board of Education of the Corvallis School District. Achievement Testing, 1979-80 School Year.

Corvallis School District 509J, Oreg.

Pub Date—[80]

Note—31p.; Portions of the appendix have been removed due to copyright restrictions.

Pub Type—Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, *Achievement Tests, *Comparative Analysis, Educational Assessment, Elementary Secondary Education, *School Districts, *Scores, *Testing Programs. Identifiers—*Comprehensive Tests of Basic Skills, *Corvallis School District OR

The Comprehensive Tests of Basic Skills (CTBS) was administered to pupils in Grades 2 through 7, 9 and 11 during the 1979-80 school year as part of the Corvallis School District's testing program. Results of the CTBS, herein expressed as mean (average) percentile rank scores from each of the grades tested, are compared with those of prior years. Information on the interpretation of these findings is provided. Scores well above the national norm are reported. The highlights of the 1979-80 testing with the CTBS are briefly analyzed. The Corvallis School District's testing program allows for year-to-year comparison of student achievement. This level of continuity also helps teachers and curriculum analysts to study the year-to-year indications of strengths and weaknesses in school programs. The testing program, although important, is seen as only one measure of how well a school program is succeeding. (Author/AL)

ED 213 723 TM 810 797

Minimal Writing Skills Proficiency, Year-End Report, 1979-80. Research Services Report No. 22: 07: 80/81: 003.

Phoenix Union High School District, Ariz.

Pub Date—[80]

Note—44p.; Not available in hard copy due to small print in original document.

Pub Type—Reports - Evaluative (142) — Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academic Achievement, Educational Objectives, Graduation Requirements, High Schools, *Minimum Competencies, *School Statistics, Writing Evaluation, *Writing Skills. Identifiers—*Phoenix Union High School District AZ

The minimal writing skills proficiency program in the Phoenix Union High School District was initiated as a result of basic competency legislation passed in 1972; in 1976, writing was added to the basic skills requirements for graduation. Writing proficiency is determined by teacher evaluation of

pieces of writing using the criteria established for 20 writing objectives. The writing objectives address handwriting, capitalization, punctuation, sentences, paragraphs, spelling, grammar/usage, proofreading, notetaking, summary, observation reporting, resource reporting, essay answers, directions, multi-paragraph themes, messages, friendly letters, envelopes, blank forms, and business letters. Based on the data provided, 20 percent of the freshmen, 45 percent of the sophomores, and 73 percent of the juniors completed all writing objectives. (BW)

ED 213 724 TM 810 925

Yurchak, Mary Jane. Stix, Susan.

Evaluating Title I Parent Education Programs.

Huron Inst., Cambridge, Mass.

Spons Agency—Department of Education, Washington, D.C.

Pub Date—Dec 80

Note—110p.

Pub Type—Guides - Non-Classroom (055) — Reports - Evaluative (142)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Child Rearing, Early Childhood Education, *Parent Education, Parent School Relationship, *Parent Student Relationship, Preschool Children, *Program Evaluation, Program Improvement, *Teachers

Identifiers—*Elementary Secondary Education Act Title I

This booklet describes the goals and organization of many early childhood Title I (ECT-I) parent programs and suggests evaluation methods. The information is intended for program planners, evaluation personnel, and teachers. Only activities that involve parents in the education of their child so as to improve his academic competence are discussed. The methods of parent education are difficult to define. Many parents may have access to successful child rearing information, but are unable to implement these ideas. There is also no evidence of a causal relationship between specific parental and child behavior. Most programs of parent participation provide joint activities to develop a child's language and cognitive skills. Other programs emphasize the process of learning as more important than the content. These programs encourage parents to allow exploration in a safe and stimulating environment. A multi-faceted evaluation strategy is necessary which is matched to the program. Evaluation should focus on the program, not the parents. Instruments should be short, simple, and readily analyzed to yield information useful for program improvement. Parents should be involved in planning, implementing and evaluating their own programs. (DWH)

ED 213 725 TM 810 943

Apling, Richard. Bryk, Anthony.

Policy Paper: The Predictive Validity of Early Childhood Variables.

Huron Inst., Cambridge, Mass.

Spons Agency—Department of Education, Washington, D.C.

Pub Date—80

Note—84p.

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Admission Criteria, Disadvantaged Youth, *Early Childhood Education, Educational Diagnosis, *Educationally Disadvantaged, *Federal Programs, *Predictive Validity, *Predictor Variables, Program Evaluation

Identifiers—*Elementary Secondary Education Act Title I

Some early childhood variables are examined to evaluate their predictive validity. The selection of children needing early childhood Title I services is complicated by the lack of criteria for defining who is educationally disadvantaged and the special problems of early childhood testing and measurement. The study used re-analysis of longitudinal data on children in Head Start Planned Variation and Follow Through programs. The second approach used meta-analysis to synthesize results of studies that examined relationships between early childhood predictors and later outcomes. The strengths and weaknesses of these approaches complemented each other. Methods of selection and their predictive validity were the main focus of the paper. Another factor to be considered included costs of selection procedure. Special problems exist in assessing young children because tests for this age group are often of lower technical quality. Preschool children often lack the physical, intellectual and emotional prerequisites necessary for systematic as-

essment. Selection bias may result from the use of tests or variables which have different predictive validity for different groups. The importance of prediction stems from the goal of most ECT-I programs: the prevention of educational problems in later schooling. (DWH)

ED 213 726 TM 820 030

ACER Spelling Test: Years 3-6. Handbook.

Australian Council for Educational Research, Hawthorn.

Pub Date—81

Note—39p.; Test comprises Test Cards, Answer Sheets, Class Analysis Charts, and Handbook; Class Analysis Charts are herein excluded due to oversized pages.

Pub Type—Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Achievement Tests, *Elementary Education, Grade 3, Grade 4, Grade 5, Grade 6, Scores, *Scoring, *Spelling, *Testing, *Test Interpretation, Test Norms

Identifiers—*Australian Council for Educational Research, Percentile Ranks

The Australian Council for Educational Research (ACER) Spelling Test is designed to measure levels of achievement in spelling and comprises Test Cards, Answer Sheets, Class Analysis Charts and Handbook. The test itself is divided into four parts, one part for each of years 3 through 6 with each part consisting of 50 words. Directions for administering the test and for interpreting the scores are provided. Brief guidelines for diagnosis of spelling problems and suggestions for follow-up remediation strategies are also provided. (Author/AL)

ED 213 727 TM 820 053

Smith, Laura Spooner.

Investigation of Writing Assessment Strategies. Studies in Measurement & Methodology. Work Unit 1: Design and Use of Tests.

California Univ., Los Angeles. Center for the Study of Evaluation.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Nov 78

Grant—OB-NIE-G-78-0213

Note—100p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Comparative Analysis, *Evaluation Methods, High Schools, *High School Students, *Rating Scales, Scores, Writing (Composition), *Writing Evaluation

Identifiers—*Analytic Rating Procedures, *Impressionistic Rating Procedures

Measurement experts in the field of writing and writing-related competencies have to deal with fluctuating test reliability, implementation of efficient scoring procedures, and examining the validity of objective measures of writing. This study was undertaken to address measurement concerns brought to light by the competency-based assessment movement. The primary aim of the study was to examine relationships among three writing assessment strategies which are potentially useful within the context of competency-based testing. Two of the strategies can be classified as direct measures of performance, involving collecting and rating actual samples of student writing. The third strategy, an indirect measure of performance, involved administration of an objective test of writing skills presumably linked to the two direct measure strategies. Implications of the findings for both instructional and measurement practices are presented. (Author/CE)

ED 213 728 TM 820 056

Baker, Eva L. Quellmalz, Edys.

Results of Pilot Studies: Effects of Variations in Writing Task Stimuli on the Analysis of Student Writing Performance. Studies in Measurement and Methodology. Work Unit 1: Design and Use of Tests.

California Univ., Los Angeles. Center for the Study of Evaluation.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Nov 79

Grant—OB-NIE-G-78-0213

Note—99p.

Pub Type—Reports - Research (143) — Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Essay Tests, Pictorial Stimuli, *Scores, *Scoring, Secondary Education, Testing Problems, Visual Stimuli, Writing (Composition), *Writing Evaluation

Identifiers—Curriculum Test Overlap, Inter Rater Reliability

Three pilot studies—effects of writing prompt modality on writing performance; effect of topic familiarity; and effect of topic, sample and rater group membership on the stability of scoring criteria application—are used to identify the variability in student writing performance. A writing competency test aims to assess writing-specific skills and, in preparation for a study of the effects of writing prompt modality on essays written in two modes of discourse, this investigation identifies essay scoring criteria sensitive to probable effects of the different modalities. The following scoring criteria are identified: (1) Do the different writing modalities affect essay writing on Analytic Expository Scale subscales? Do differences occur on the General Impression, Organization, Support, and Total Score ratings? (2) Does prompt modality affect essay length? (3) Does prompt modality influence the number and types of facts included in the essay? and (4) Does prompt modality affect syntactic fluency? Since the final study examines eighth-grade writing performance, the pilot study examines the appropriateness of an analytic scoring rubric previously employed with high school and college level writing. Sample essay topics and rating formulas are also included. (CE)

ED 213 729 TM 802 067

Conklin, Jonathan E. Burstein, Leigh

Multilevel Approaches to the Evaluation of Educational Effectiveness. Studies in Measurement and Methodology, Work Unit 2: Analysis of Multilevel Data.

California Univ., Los Angeles. Center for the Study of Evaluation.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Nov 79

Grant—OB-NIE-G-78-0213

Note—35p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April, 1980).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Analysis of Covariance, Correlation, Data Analysis, Mathematical Models, Program Effectiveness, Program Evaluation, Regression (Statistics), *Research Problems, *Statistical Analysis

Identifiers—Generalizability Theory, *Unit of Analysis Problems

Educational outcomes are affected by student level, classroom level, and school level characteristics. The fact that educational data are multilevel in nature poses serious analysis questions. Though strong arguments can be made for focusing on a single level of analysis, such studies have several basic limitations: the choice of analytic level should be based on substantive, not statistical, concerns; inferences may be affected by aggregation bias; analyses at one level may automatically alternate the effects of variables from other levels; and they reveal little information about processes that exist within classrooms or within schools. This paper reviews evidence to support the claims that: distinct and important issues are addressed at each analytical level, that relationships may change at different levels, and that these changes may provide information not obtainable in any single level of analysis. Two studies are reviewed which empirically examine these issues and analyses are performed on an available database to provide specific examples of effects at multiple levels. (Author/BW)

ED 213 730 TM 802 074

Wilcox, Rand R.

Achievement Tests and Latent Structure Models.

Studies in Measurement and Methodology, Work Unit 3: Psychometric Problems in Achievement Tests.

California Univ., Los Angeles. Center for the Study of Evaluation.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—May 79

Grant—OB-NIE-G-78-0213

Note—27p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Achievement Tests, *Guessing (Tests), *Mathematical Models, Multiple Choice Tests, *Scoring Formulas, Testing, Test Theory Identifiers—*Latent Structure Analysis

In the past, several latent structure models have been proposed for handling problems associated with measuring the achievement of examinees. Typically, however, these models describe a specific examinee in terms of an item domain or they describe a few items in terms of a population of examinees. In this paper, a model is proposed which allows a population of examinees to be described in terms of an item domain. As is illustrated, the model yields a new formula score which allows guessing to vary over the population of examinees. (Author)

ED 213 731 TM 802 075

Wilcox, Rand R.

An Alternative Interpretation of Three Stability Models. Measurement and Methodology, Work Unit 2: Technical Adequacy of Tests.

California Univ., Los Angeles. Center for the Study of Evaluation.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jun 78

Note—11p.

Pub Type—Reports - Research (143) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Achievement Tests, *Comparative Analysis, *Error of Measurement, *Mathematical Models, *Probability, Statistical Analysis, Testing Problems, *Test Items, Test Theory, *True Scores Two fundamental problems in mental test theory are to estimate true score and to estimate the amount of error when testing an examinee. In this report, three probability models which characterize a single test item in terms of a population of examinees are described. How these models may be modified to characterize a single examinee in terms of an item domain is explained. A numerical illustration is given which shows how the modified models might be used to adjust observed scores when comparing examinees. (Author/AL)

ED 213 732 TM 802 076

Wilcox, Rand R.

A Two-Stage Procedure for Selecting the Best of Several Binomial Populations; and Some Exact Sample Sizes for Comparing the Squared Multiple Correlation Coefficient to a Standard; and An Improved Decision-Theoretic Coefficient for Tests. Studies in Measurement and Methodology, Work Unit 3: Technical Adequacy of Tests.

California Univ., Los Angeles. Center for the Study of Evaluation.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Nov 79

Grant—OB-NIE-G-78-0213

Note—42p.; Some pages are marginally legible due to broken type.

Pub Type—Collected Works - General (020) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Bayesian Statistics, *Correlation, Hypothesis Testing, *Mathematical Models, Probability, Research Problems, *Statistical Analysis, Testing Problems

Identifiers—Binomial Distribution, *Sample Size

Three separate papers are included in this report. The first describes a two-stage procedure for choosing from among several instructional programs the one which maximizes the probability of passing the test. The second gives the exact sample sizes required to determine whether a squared multiple correlation coefficient is above or below a known constant, rather than testing the null hypothesis. The results reported here also give a lower bound to the probability of making a correct decision when observations are available. The third paper proposes a rescaling of the Bayes risk. The motivation for this new coefficient was to provide an index that has a large value when the Bayes risk is small, and that has a value in the closed interval between zero and one. (Author/BW)

ED 213 733 TM 802 078

Linn, Robert

Conceptualization of Issues in Construct and Content Validity. Studies in Measurement and Methodology, Work Unit No. 1: Conceptual and Design Problems in Competency-Based Measurements.

California Univ., Los Angeles. Center for the Study of Evaluation.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jun 78

Note—96p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Criterion Referenced Tests, Item Analysis, Item Sampling, Test Bias, *Test Construction, *Testing Problems, Test Items, *Test Reliability, *Test Validity

A series of studies on conceptual and design problems in competency-based measurements are explained. The concept of validity within the context of criterion-referenced measurement is reviewed. The authors believe validation should be viewed as a process rather than an end product. It is the process of marshalling evidence to support interpretations. Performance standards are important in the applications of criterion-referenced measurement. Shepard suggested standard setting should be an iterative process and one that involves various audiences. The problem of deciding on test length and passing score required to make sufficiently accurate mastery decisions is discussed. Self scoring, or computer administered, tests might provide savings in average testing time by making decisions sequentially. Item analyses for criterion referenced measures are likely to be as relevant to investigations of instructional processes as they are to concerns about item characteristics. In principle, item analysis results should not be used for item selection. Reliability procedures based upon assessment of consistency of decisions appeal to the authors as possessing the greatest utility. Estimation of domain scores, test bias, and matrix sampling are reviewed at length. (DWH)

ED 213 734 TM 802 090

Ellett, F. S., Jr. And Others

Moral Reasoning, Needs Assessment and Universalizability. Studies in Evaluation and Decision Making, Work Unit 3: Philosophic Inquiry into Evaluation.

California Univ., Los Angeles. Center for the Study of Evaluation.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Nov 79

Grant—OB-NIE-G-78-0213

Note—17p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Objectives, *Evaluation Methods, Evaluators, *Moral Values, *Needs Assessment

Identifiers—*Universality

Needs assessment is the most commonly used procedure for assessing the worth of educational objectives. The authors believe this method is a survey of wants, rather than needs, of various groups. It does not establish that such wants ought to be fulfilled. It lacks a principled basis for carrying out its strategy. Four basic assumptions are made by proponents of needs assessment: institutions should fulfill needs of people, they should fulfill greater needs before lesser ones, people need from institutions what they want from them and are not getting, and people are in greatest need of what they want most. A procedure which considers preferences fails to provide principles which determine the wants to be fulfilled. The authors suggest ways of modifying the method of needs assessment. Four rules of universalizability are presented and explained. These would ensure that well reasoned, moral judgments would result from needs assessments. (DWH)

ED 213 735 TM 802 104

Fischer, Kathleen

Final Technical Report of the 1976-77 Pilot and Follow-up Study. Bilingual Evaluation Program, Work Unit 2: Bilingual Prediction Study.

California Univ., Los Angeles. Center for the Study of Evaluation.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jun 78

Note—35p.

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Bilingual Students, Elementary Education, *English (Second Language), Followup Studies, *Grade 4, *Predictor Variables, *Program Evaluation, Reading Achievement, *Spanish Speaking, *Transitional Programs

Identifiers—Comprehensive Tests of Basic Skills

Results of a pilot follow-up study conducted on Spanish dominant students in transition from bilingual programs to English only instructional settings was reported. The sample group was predominantly Mexican American and native Mexican students. Three types of data were collected: individual scores on Comprehensive Test of Basic Skills (CTBS), teacher ratings of performance in five subject areas, and scores on an observation instrument measuring levels of classroom participation. The CTBS scores in vocabulary and comprehension served as measures of English reading proficiency. Classroom participation was considered an important indicator of post-transition success. Data were subjected to a series of regression analyses designed to identify predictors of post-transition performance. Tables summarized the results of statistical analyses. These results should not be generalized unless different Hispanic groups served by bilingual education programs are represented. Recommendations for extension of this research included refining instrumentation to produce a balanced assessment of a variety of language proficiencies. Better conceptualization and specification of the instruments to be employed are required. It is critical to specify criteria for success following transition from a bilingual program. (DWH)

ED 213 736 TM 820 124
Wise, Laurence L. McLaughlin, Donald H.

Survey Data Enhancement.

Pub Date—Apr 81

Note—15p; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Data Analysis, *Editing, *Research Methodology, *Surveys
Identifiers—Data Editing, Longitudinal Merges, *Missing Data

Work performed during the 1978-1980 SAGE contract to develop improved national estimates from survey data is reported. Three areas of effort are covered in this paper: (1) the use of longitudinal merges combined with relational edits to detect reporting or encoding errors; (2) the use of longitudinal merges together with special follow-up surveys to improve the universe coverage; and (3) the use of missing data imputation techniques to develop national estimates when key data elements are missing due to nonresponse or omissions. (Author/GK)

ED 213 737 TM 820 126
Ransen, David L.

Compensatory/Remedial Education Program (Act 433). Final Evaluation Report, 1980-81.

Louisiana State Dept. of Education, Baton Rouge.
Pub Date—30 Sep 81

Note—56p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Accountability, *Competency Based Education, Elementary Secondary Education, *Pilot Projects, *Program Evaluation, *Remedial Programs, *School Districts
Identifiers—Louisiana

The Louisiana State Department of Education (LSDE) competency-based education and accountability effort includes, as an integral component, a Compensatory/Remedial Education Program. The primary purpose of the program is to provide special instruction to those students who fail - or, who are at risk to fail - to meet the state's minimum standards, as assessed by the upcoming Test of Basic Skills. The first year's implementation of this program consists of building a research database on a variety of compensatory/remedial instruction models for second-graders at risk for failure to meet the minimum standards. Seventeen projects were awarded funding, of which two were planning projects, 13 were pilot projects, and two were demonstration projects. It is intended that this evaluation report will provide information required to select the most promising of these models for larger-scale implementation and demonstration. The two pro-

jects approved for planning and training of personnel excelled in precisely those areas, and seven of the 15 pilot and demonstration projects demonstrated at least suggestive positive effects on student achievement in one or more skill areas. (Author/GK)

ED 213 738 TM 820 127
Schaps, Eric And Others

An Evaluation of an Innovative Drug Education Program: First Year Results.

Pacific Inst. for Research and Evaluation, Napa, Calif.

Spons Agency—National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md. Div. of Prevention and Treatment Development.

Pub Date—Jul 81

Note—37p; For related document, see TM 820 128.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Age Differences, *Decision Making, Drug Abuse, *Drug Education, Educational Innovation, *Grade 7, *Grade 8, Junior High Schools, *Program Effectiveness, *Program Evaluation, Sex Differences, Social Studies, Student Attitudes
An innovative drug education course was taught to seventh and eighth graders and evaluated in a true experiment. Students learned Lasswell's framework for understanding human needs and motives, a systematic decision-making procedure, and information about the pharmacological, psychological, and social consequences of licit and illicit drug use.

The course focused primarily upon "soft" drug use. Process evaluation consisted of documentation of classroom activities by an outside observer, interviews with experimental and control students and teachers; and questionnaire surveys of experimental students. Overall, students gave mediocre ratings of the course with respect to interest, usefulness, and clarity; classroom teachers were critical of the outside instructor's teaching style and the course content. Outcome evaluation involved testing: drug knowledge, general attitudes toward drug use, perceived benefits and costs of various types of substance use, perceived peer attitudes toward, and use of, various substances, and intentions to use, current use, and lifetime use of various substances. Analyses showed that the course produced a pattern of predicted effects for grade 7 females, but not for grade 7 males or grade 8 males or females. For grade 7 females, the course increased drug knowledge, decreased perceptions of favorable peer attitudes toward soft drug use, and decreased personal involvement in use of both alcohol and marijuana. (Author/GK)

ED 213 739 TM 820 128
Moskowitz, Joel M. And Others

An Evaluation of an Innovative Drug Education Program: Follow-Up Results.

Pacific Inst. for Research and Evaluation, Napa, Calif.

Spons Agency—National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md. Div. of Prevention and Treatment Development.

Pub Date—Nov 81

Note—27p; For related document, see TM 810 127.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Age Differences, *Decision Making, Drug Abuse, *Drug Education, Educational Innovation, Formative Evaluation, *Grade 7, *Grade 8, Junior High Schools, *Program Effectiveness, *Program Evaluation, Sex Differences, Social Studies, Student Attitudes

This study provides a follow-up assessment of an innovative drug education program for seventh and eighth graders. Students learned Lasswell's framework for understanding human needs and motives, a systematic decision-making procedure, and information about the pharmacological, psychological, and social consequences of licit and illicit drug use. The course focused primarily upon "soft" drug use: tobacco, alcohol, and marijuana. One social studies class from each of nine matched pairs was randomly assigned to receive the drug education course. The remaining classes constituted the control group. The follow-up questionnaire was administered one year after the completion of the course. Testing covered (1) drug knowledge; (2) general attitudes toward drug use; (3) perceived benefits and costs of various types of substance use; (4) perceived peer attitudes toward, and use of, various substances; and (5) intentions to use, current use, and lifetime use of

various substances. The only short-term effect of the course that sustained at follow-up was greater drug knowledge for grade 8 males. As compared to their controls, the experimental students were more opposed to hard drug use. (Author/GK)

ED 213 740 TM 820 129
Moskowitz, Joel M. And Others

Evaluation of Two Service Opportunity Programs for Junior High School Students: First Year Results.

Pacific Inst. for Research and Evaluation, Napa, Calif.

Spons Agency—National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md. Div. of Prevention and Treatment Development.

Pub Date—Jul 81

Note—46p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Change Strategies, *Course Evaluation, *Cross Age Teaching, *Distributive Education, *Drug Abuse, Grade 8, Grade 9, Junior High Schools, Peer Acceptance, *Prevention, School Attitudes, Self Concept, *Student Participation
Identifiers—Service Learning

Cross-Age Tutoring and School Store, two courses combining classroom learning and application of specific skills outside the classroom are evaluated. Students in Cross-Age Tutoring were taught tutoring and communication skills and spent four days per week tutoring at nearby elementary schools; students in School Store were taught business and interpersonal skills and operated an on campus store. These courses are examples of the "Alternatives" or "Service Opportunities" approaches to substance abuse prevention. The general goals of the courses were to foster positive attitudes and behaviors regarding self, peers, and school. These changes were expected to reduce, in subsequent years, student acceptance and use of psychoactive substances. Process data included: a survey of participants at the end of the course, observation of selected course sessions and practice, and interviews with teachers and some students from each course. Both courses (including practice) were well received by the students. Analyses of covariance did not reveal a coherent pattern of treatment effects. The lack of treatment effects was attributed to a possible failure of the courses to require sustained effort for mastery of goals, and to stimulate adequate commitment among the participating students. (Author/GK)

ED 213 741 TM 820 141
Wood, Lewis J. Ortega, Jacqueline

The Role of a Computer Based University-Wide Testing Service in the Management of Large Enrollment Courses.

Pub Date—Jun 81

Note—14p; Paper presented at the Annual Meeting of the National Educational Computing Conference (Denton, TX, June 17-19, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Mathematics, *Computer Assisted Testing, Computer Oriented Programs, Higher Education, *Large Group Instruction, *Testing Programs

Identifiers—Brigham Young University UT

The development of a computer-based, university-wide testing system at Brigham Young University is discussed, as is its application to two large-enrollment math classes. The hardware configuration, software applications, general philosophy, budget, and personnel requirements of the system are also explained. Development of the system over time is explained as is the flow of students and faculty through the system. The organization of the two math courses is described and the philosophy and constraints which molded the classes into their present management structure are explained. The interaction between the testing system and the students is analyzed, and problems of the course co-ordinators concerning the testing system are discussed. The results of the interaction between the system and the math classes is treated and comments are made regarding the advantages and disadvantages of such an interaction. (Author/GK)

ED 213 742 TM 820 142

Student Attitudes Towards School, Education, Behavior and Discipline - A Statewide Opinion Survey. Summary Report.

Northwest Attitudes, Inc., Portland, Ore.

Pub Date—Aug 80

Note—56p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Public Schools, Questionnaires, *School Attitudes, *School Surveys, Secondary Education, *State Surveys, *Student Attitudes, *Student School Relationship

Between May 5 and May 21, 1980, Northwest Attitudes, Inc. (NWA) surveyed 2,042 students around Oregon about attitudes towards school, education, behavior and discipline. The students surveyed represented a random sample of students in grades 7 through 12 in Oregon's public schools. The questionnaire was a self-administered instrument completed by randomly selected students. The schools proportionally represented all areas of Oregon. Students completed the questionnaires with a NWA staff member present who read standard instructions and who was available to answer questions. The questionnaire consisted of 41 closed-ended and five open-ended questions. Students were assured of confidentiality; conduct during the administration sessions and the quality of responses received indicate that the students took the survey seriously and responded in a thoughtful manner. This report is a summary of statewide results. Results are not given for all questions asked in the questionnaire. It is the intent of NWA that this report serve to highlight the statewide data collected. (Author/GK)

ED 213 743 TM 820 143

Pettegrew, Loyd S. Wolf, Glenda E.

Validating Measures of Teacher Stress.

George Peabody Coll. for Teachers, Nashville, Tenn.

Spons Agency—Spencer Foundation, Chicago, Ill.

Pub Date—[81]

Note—42p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Measures (Individuals), Predictive Validity, Secondary Education, *Secondary School Teachers, *Stress Variables, *Teacher Role, Test Reliability, *Test Validity

Identifiers—*Teacher Stress

This paper reports the results of a known groups validation study of several measures of teacher stress. Role-related stress, task-based stress, and environmental stress comprised the stress measures. Groups of teachers in high schools and junior high schools were selected on an a priori basis using administrative records of reported student discipline as the criterion. These teacher groups were then given a pencil and paper measure containing the three major stress variables and additional stress-related variables. Four research questions were addressed: the internal consistency of the teacher stress measures, the structural reliability of the measures, the predictive validity of the measures, and the construct validity of the measures of teacher stress. Other heuristic findings regarding the teacher stress phenomenon are discussed and substantive directions for future research are outlined. (Author)

ED 213 744 TM 820 152

Oman, Ray C.

The Nature and Conduct of Management Evaluation Studies and the Acceptance of Recommendations by Decision Makers.

Pub Date—Oct 81

Note—39p.; Paper presented at the Joint Meeting of the Evaluation Network and Evaluation Research Society (Austin, TX, October 1-3, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Administration, *Decision Making, Evaluation Methods, *Federal Government, Organizational Change

Identifiers—Empirical Methods, Evaluation Problems, *Evaluation Utilization, *Management Analysis

Although there is considerable discussion and speculation about decision makers' acceptance and utilization of evaluation findings, little empirical research has been conducted on the subject. The purpose of this research effort is to help fill that void by

examining the degree to which findings are accepted and the factors which influence acceptance, based on empirically gathered data. This research effort describes management analysis and evaluation studies conducted within Federal agencies and factors related to the acceptance of study recommendations. The research results will add to the body of knowledge about the kinds of studies conducted by management evaluators, the methods and techniques used in the conduct of the studies, and the degree to which study recommendations are accepted by decision makers. Typologies have been developed to provide a framework for analyzing the relationship between the kinds of studies and the methods used, and the acceptance of recommendations. The research effort brings together the themes of analysis and evaluation studies, decisionmaking, and organization change. (The findings indicated in this paper are based on a preliminary and partial analysis of six management evaluations. A complete analysis of 20 management evaluation studies will be completed in April, 1982.) (Author/GK)

ED 213 745 TM 820 154

Traub, Ross E. Weiss, Joel

The Accuracy of Teachers' Self-Reports: Evidence from an Observational Study of Open Education.

Pub Date—Mar 82

Note—33p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Elementary Education, *Elementary School Teachers, Foreign Countries, *Open Education, *Test Validity

Identifiers—Canada, Dimensions of Schooling Questionnaire, Observational Studies, Observer Reliability, *Self Report Measures

The belief of educational researchers that teacher self-reports cannot be trusted, and the provision of validation evidence for a teacher self-report questionnaire on open education are the purposes of this study. Data were collected in two classes in each of eight schools, which were a stratified (by architecture and by programmatic openness) subsample of the 72 schools involved in a larger study. The data for each of the 16 classes included reports from teachers (Dimensions of Schooling Questionnaire-DISC) and two kinds of data from each of three or four different observers. One kind of observer data paralleled that provided by the teachers; the other consisted of low inference observations of students and teachers. A correlational analysis was made of three sets of variables. Findings support the conclusion that teacher self-reports may constitute better evidence about teaching than previously believed. Also, these results support the use of DISC as a measure of several important dimensions of school program. (Author/GK)

ED 213 746 TM 820 155

Annual Educational Summary, 1979-80: Statistical and Financial Summary of Education in New York State for the Year Ending June 30, 1980.

New York State Education Dept., Albany. Information Center on Education.

Pub Date—30 Jun 80

Note—217p.; Paper copy not available due to small print.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Educational Finance, *Educational Trends, *Elementary Secondary Education, *Higher Education, Private Schools, Public Schools, School Districts, *School Statistics, Services, State Departments of Education

Identifiers—*New York

Pertinent statistics on education in New York State for 1979-80 and trends for earlier years appear here. Emphasis is placed on summary tables and figures, but details for separate school districts are provided in tables appearing in the appendix. Information for elementary and secondary schools, higher and professional education, libraries and special programs is reported. Because of rounding, totals shown in a few of the tables differ slightly from sums obtained by actually adding the component values appearing therein. Unless otherwise specified, information contained in the tables was obtained from the Information Center on Education. (Author)

ED 213 747 TM 820 156

Maier, Milton H. Grafton, Frances C.

Aptitude Composites for ASVAB 8, 9, and 10.

Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.

Report No.—ARI-RR-1308

Pub Date—May 81

Note—34p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Aptitude Tests, *Armed Forces, *Job Performance, *Predictive Measurement, Predictive Validity, Screening Tests, *Test Validity

Identifiers—*Armed Services Vocational Aptitude Battery, *Skill Qualification Test

Selection and classification testing throughout the nation has been subject to widespread criticism and legal attack. Tests used by the military service, however, have been largely immune from the criticism. A major reason is that from their inception, military tests have been carefully validated as predictors of successful performance. The traditional criterion measure in the military has been success in skill training courses. In this report a significant new measure of successful performance has been used as the criterion measure. The Skill Qualification Test (SQT), developed by the Army to assess performance on critical job tasks and identify training deficiencies, was used as the criterion for evaluating the effectiveness of the Armed Services Vocational Aptitude Battery (ASVAB) and for developing new aptitude composites. The aptitude composites had high validity in the range .52 to .75 for predicting job proficiency. Criticisms of the usefulness of SQTs as measures of job proficiency are addressed. (Author/GK)

ED 213 748 TM 820 157

Forest, Laverne Anderson-Smith, Charlotte

Are Evaluation Usage Types Related?

Pub Date—Oct 81

Note—14p.; Paper presented at the Joint Annual Meeting of the Evaluation Network and Evaluation Research Society (Austin, TX, September 30 - October 3, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Accountability, Communication (Thought Transfer), Decision Making, Learning, *Models, Motivation, *Program Evaluation, *Research Methodology

Identifiers—*Evaluation Utilization

Research methods and findings relative to improving understanding of program evaluation usage patterns are reported. This study further refines an evaluation usage model consisting of five basic evaluation usage types: communication, learning, motivation, accountability and decision-making. This usage concept has been expanded to include importance and frequency as additional variables. Preliminary analysis supports the premise that usage types of less complexity, such as communication, learning and motivation, occur more frequently than those of higher complexity, such as accountability and decision-making. Conversely, decision-making in particular was determined to be of more importance than the other four types but utilized less often. An examination of patterns of evaluation usage was also done to determine if a hierarchy exists among the five usage categories. For example, do certain types of usage occur sequentially or simultaneously; can a usage taxonomy be developed and if so, is it monolithic or branching? Statistical analysis was used to examine if a logical hierarchy of usage is supported empirically. (Author/GK)

ED 213 749 TM 820 159

Orvaschel, Helen And Others

The Assessment of Psychopathology and Behavioral Problems in Children: A Review of Scales Suitable for Epidemiological and Clinical Research (1967-1979). Mental Health Service System Reports, Series AN: Epidemiology, No. 1.

Yale Univ., New Haven, CT. School of Medicine.

Spons Agency—National Inst. of Mental Health (DHHS/PHS), Rockville, Md. Div. of Biometry and Epidemiology.

Report No.—DHHS-ADM-80-1037

Pub Date—80

Contract—ADM-42-74-83(DBE)

Note—101p.; Paper copy not available due to small print.

Available from—Alcohol, Drug Abuse, and Mental Health Administration, Printing and Publications

Management Branch, 5600 Fishers Lane (Rm. 6C-02), Rockville, MD 20857.

Pub Type—Reference Materials - Directories/-Catalogs (132) — Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Behavior Problems, *Behavior Rating Scales, Elementary Secondary Education, Preschool Education, *Psychopathology, *Screening Tests, Test Reviews
Identifiers—*Epidemiology, *Test Appropriateness
Forty-four scales are described that assess psychopathology and/or behavior problems in children (under 18 years of age). Excluded are tests of intelligence, intellectual functioning, brain development, cognitive development, perception, and projective tests. Scales included in this review are suitable for clinical and epidemiological research, are current (reported since 1967), have been used in at least one research study, have undergone some testing as to feasibility, and have some available psychometric data. The scales are divided into psychiatric interviews, general psychopathology scales, specific syndrome scales (hyperactivity, anxiety, depression, fear), and brief reports of miscellaneous scales. Each scale is reviewed as to its purpose, method of obtaining information, informant, scale properties, content, and psychometric properties (extracted in summary in a table for ease of review). Relevant references are cited after the description of each scale. (Author/GK)

ED 213 750 **TM 820 164**
Lincoln, Yvonna S. Guba, Egon

Do Evaluators Wear Grass Skirts? "Going Native" and Ethnocentrism as Problems in Utilization.
Pub Date—Oct 81

Note—24p; Paper presented at the Joint Annual Meeting of the Evaluation Network and the Evaluation Research Society (Austin, TX, September 30 - October 3, 1981).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Anthropology, *Ethnocentrism, *Ethnography, Research Problems, Values
Identifiers—Audits, Debriefing, *Evaluation Problems, *Evaluation Utilization, Journal Writing
Anthropological methodology suggests there may be two difficulties with utilizing evaluations over and above the many outlined in several generations of evaluation utilization literature. The first - "going native" - arises when the evaluator has consciously adopted the value and belief system of those in the program he or she is evaluating. The second problem - ethnocentrism - arises when the evaluator has been sufficiently blinded by his or her own value system that he or she fails to see, and thus take into account, divergent values that characterize audiences or recognize how those values reshape objectives or goals. Both types of problems create overt and subtle bias in evaluation reports which in turn leads to skewed judgments, suspect recommendations, loss of evaluator and evaluation credibility, and legitimation of the failure to utilize evaluation results. Solutions to both problems are developed and include, among other strategies, the audit (including means for establishing an audit trail), the reflexive journal, and peer debriefing. (Author/GK)

ED 213 751 **TM 820 165**
Eginton, Everett

Educational Research in Latin America: A Twelve-Year Perspective.
Pub Date—Mar 82

Note—51p; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Classification, *Content Analysis, *Educational Research, Elementary Secondary Education, Foreign Countries, Higher Education
Identifiers—*Handbook of Latin American Studies, *Latin America

By reviewing the content of education items in the Handbook of Latin American Studies during the last 12 years, this paper traces and documents trends in research on Latin American education. Analysis of the items revealed the changing emphasis of educational topics from volume to volume. Judgments are made on type, geographical focus and topics of research. A comprehensive classification system (included in Appendix) was developed.

All abstracts in each of the education sections of the Handbook since 1969 (Nos. 31-43, odd numbers) have been systematically examined and coded according to this system. Data are analyzed in three parts: (1) general characteristics of the publications reviewed in the Handbook's education sections since 1969; country or regional focus, dates of publication, format, special features, and type of research; (2) summary of reviewers' critical assessments of the publications with respect to the date, type and language, as well as type of research and educational topic; and (3) summary by region of reviewers' critical assessments, date, type and language of the publications, as well as type of research and educational topic. (Author/GK)

ED 213 752 **TM 820 167**
Martin, Paula

Evaluation in Bilingual Education.

Pub Date—Oct 81

Note—16p; Paper presented at the Joint Annual Meeting of the Evaluation Network and Evaluation Research Society (Austin, TX, September 30 - October 3, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Bilingual Education, Elementary Secondary Education, *Evaluation Methods, Program Effectiveness, *Program Evaluation
Identifiers—California, *Elementary Secondary Education Act Title VII, Evaluation Problems, *Meta Evaluation

The need to improve evaluation practices in Elementary Secondary Education Act (ESEA) Title VII bilingual education programs is addressed. The study examined existing efforts in bilingual program evaluations through a meta-evaluation of a sample of ESEA Title VII projects funded in 1979-80 that were representative of five regions of California. This meta-evaluation was done by examining the evaluation designs as stated in project proposals and the actual implementation of evaluation activities in the projects' evaluation reports that were submitted to the U.S. Department of Education. Evaluation designs frequently emphasized an evaluation based on instructional objectives in relation to student achievement. Evaluation reports focused on student achievement data and included survey questionnaire results regarding staff development and community involvement in some cases. Survey results from California Title VII Directors indicated that their technical assistance needs for conducting Title VII evaluations involved measuring the affective domain, using evaluation information effectively, developing in-house evaluation capabilities and analyzing data. The meta-evaluation results of this study indicated that Title VII projects still need to improve their evaluation designs and reports before evaluation reports can truly be considered as databases for future meta-analyses or as statements on the effectiveness of bilingual education. (Author/GK)

ED 213 753 **TM 820 175**
Yen, Wendy M.

Obtaining Some Degree of Correspondence Between Unequatable Scores: A Comparison of Item Response Theory and Equipercile Equating Methods.

Pub Date—Mar 82

Note—35p; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

Pub Type—Speeches/Meeting Papers (150) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Difficulty Level, *Equated Scores, *Latent Trait Theory, Methods, *Scoring Formulas, *Simulation, *Testing Problems, Test Reliability, Test Theory

Identifiers—Data Sets, *Equipercile Equating, *Tau Equivalence

Test scores that are not perfectly reliable cannot be strictly equated unless they are strictly parallel. This fact implies that tau equivalence can be lost if an equipercile equating is applied to observed scores that are not strictly parallel. Thirty-six simulated data sets are produced to simulate equating tests with different difficulties and discriminations. The data are generated to produce tau-equivalent item response theory results. When an equipercile equating is applied to these data, locally biased (that is, non-tau equivalent) results are produced for tests of unequal difficulty. (Author/GK)

ED 213 754 **TM 820 176**
Wendler, Cathy L.W.

Optimizing Test Selection Using a Cost Analysis Approach.

Pub Date—Mar 82

Note—28p; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

Pub Type—Speeches/Meeting Papers (150) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Bayesian Statistics, *Cost Effectiveness, Methods, *Models, Testing Problems, *Test Selection

It is commonly proposed that educational and psychological assessments consist of a multifaceted procedure that incorporates scores from a variety of tests and resources. Little guidance has been offered regarding the method for selecting a combination of testing instruments used in an evaluation. The problem of test selection is discussed in the present paper using a cost-efficiency approach. A Bayesian technique for defining test efficiency is presented as a key component in the cost analysis model. Two methods for interpreting C/E ratios are suggested. (Author)

ED 213 755 **TM 820 179**
Firestone, William A. Wilson, Bruce L.

Political and Technical Linkage: The Contribution of Regional Agencies.

Research for Better Schools, Inc., Philadelphia, Pa. Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Dec 81

Note—26p; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

Pub Type—Reports - Descriptive (141) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Educational Change, *Educational Policy, Elementary Secondary Education, *Linking Agents, *State School District Relationship, *Technical Assistance

Identifiers—New Jersey, Pennsylvania, *Regional Educational Service Agencies

Regional Educational Service Agencies (RESAs)—agencies between the state and local level—are an important resource for helping local educators cope with a variety of pressures from an increasingly complex environment. They do so by performing two functions. Political linkage provides knowledge about the impacts of mandates on specific districts and helps negotiate acceptable interpretations. Technical linkage entails learning research- and practice-based knowledge about instruction and administration. This paper describes how field staff from RESAs in two states (New Jersey and Pennsylvania) perform three roles—trainer, liaison, and monitor that contribute to each kind of linkage. Findings from an analysis of data from 138 field agents in 23 RESAs indicates that trainers focus on technical linkage while monitors emphasize political linkage. Liaison types provide both linkages. The study also indicates how state policy helps determine the kind of linkage provided. (Author/GK)

ED 213 756 **TM 820 185**
Rockwell, S. Kay

A Responsive Approach to Evaluating an Alcohol Education Project for Youth.

Pub Date—81

Note—13p; Paper presented at the Joint Meeting of Evaluation Network and Evaluation Research Society (Austin, TX, October 1-3, 1981).

Available from—Ms. Phyllis Jacobson, Editorial Assistant, Center for the Study of Evaluation, UCLA Graduate School of Education, Los Angeles, CA 90024.

Pub Type—Speeches/Meeting Papers (150) — Reports - Evaluative (142) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Alcohol Education, Elementary Secondary Education, Evaluation Methods, *Extension Education, *Program Evaluation, *Youth

Identifiers—4 H Clubs, Nebraska Cooperative Extension Service, *Responsive Evaluation

Elements of the responsive approach were utilized for evaluating an alcohol education project for youth conducted through the University of Nebraska Cooperative Extension Service. The evaluation responded to various audiences' requirements

for information about issues in which they were interested. The evaluation was oriented toward describing the program activities and providing a feeling for the quality of the experience of the young people who participated in the program. Oral and written reporting methods were utilized which allowed for interaction between the program participants and staff, evaluator, and audiences requesting the evaluation. (Author/GK)

ED 213 757 TM 820 190

Blust, Ross S. Kohr, Richard L.
A Survey of Teacher Perceptions on School Conditions and School Related Conditions.
Pennsylvania State Dept. of Education, Harrisburg, Bureau of School Improvement.

Pub Date—Mar 82
Note—93p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982); Small print in tables.

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Educational Environment, Elementary Secondary Education, *Institutional Characteristics, *School Surveys, *Teacher Attitudes, *Urban Schools

Identifiers—*Pennsylvania, Pennsylvania (Philadelphia), Pennsylvania (Pittsburgh), *Pennsylvania Educational Quality Assessment

Approximately 100,000 teachers representing over 4,000 Pennsylvania schools responded to a forty-seven item Pennsylvania Educational Quality Assessment Teacher Questionnaire. Teacher responses were gathered during the regular state assessment activities conducted from 1978 to 1981. The survey included questions dealing with the degree of teacher satisfaction with: activities external to the classroom; teacher/student/parent relationships; classroom management; instructional decisions; staff relationships; and discipline. Data analysis dealt with (1) examining overall trends during the four year period and (2) detailed analysis of the 1981 data to compare teacher perceptions within subgroups for variables such as population density and socio-economic status. (Author)

ED 213 758 TM 820 192

Klein, M. Frances
Teacher Effectiveness as Perceived by Elementary School Students: An Aspect of the Experiential Curriculum.

Pub Date—Mar 82
Note—36p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Elementary Education, *Elementary School Students, *Elementary School Teachers, *Student Attitudes, *Student Teacher Relationship, Teacher Characteristics, *Teacher Effectiveness

During the hours progressively spent by elementary school students through sixth grade, their contact with teachers is intense. The influence of the teacher upon a student's life is perhaps greater at this time than at later ages when the peer group replaces adults as a significant factor at school. Thus, the amount of time spent in the elementary school, the age of the students, and the influence of the teacher upon the student make the student's view of the elementary school experience a very important factor to study and understand more fully. This paper reports selected data which examines several elementary school classrooms in order to "see" them as those students, teachers and observers reported their perceptions through the research instruments from a Study of Schooling (Goodland, and others). Much of the data reflect the experiential curriculum—what the student perceives he or she is experiencing and learning in a particular classroom. Such data are augmented by that taken from the questionnaires administered to the teachers and by data collected by research observers in those classrooms. (Author/GK)

ED 213 759 TM 820 193

Hedl, John J. Jr. Bartlett, James
Toward Improving the Magnitude of Relationships Between Test Anxiety.

Pub Date—Mar 82
Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Correlation, Higher Education, *Long Term Memory, Models, *Recall (Psychology), *Sentences, *Test Anxiety

Identifiers—Test Anxiety Inventory (Spielberger), Worry and Emotionality Questionnaire

Two additional studies in long-term sentence memory were conducted to determine if certain critical relationships predicted by a cognitive model of test anxiety could be strengthened. Using the same sentence materials combined with different procedures, reliable test anxiety - memory relationships were generated by not constraining the initial encoding strategy or by placing time pressure at recall. The pattern of correlations was consistent with the model's predictions and indicated the mediating role of worry in comprehension. Encoding efficiency was more highly related to memory than test or state anxiety. The magnitude of component relationships was consistent with prior research. (Author)

ED 213 760 TM 820 195

Jaeger, Richard M. Tittle, Carol Kehr
Validity and Sex Differences in the Structure of Adolescent Values.

Pub Date—Mar 82
Note—36p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Career Choice, *Factor Structure, Grade 11, Maximum Likelihood Statistics, Secondary Education, *Sex Differences, *Test Validity, *Values

Two perspectives provide the theoretical framework for this study. The first provides confirmatory maximum likelihood estimates of factor loadings and factor intercorrelations; the second, and more important, provides statistical tests of hypotheses that factor structures and patterns of values are invariant for female and male adolescents. The confirmation of different factor structures and patterns of adolescents' ratings of values regarding career decisions, as well as different factor intercorrelations, has implications for the construct interpretation of value measures, and for their use in counseling and guidance. (Author/GK)

ED 213 761 TM 820 203

Gialluca, Kathleen A. Weiss, David J.
Dimensionality of Measured Achievement Over Time.

Minnesota Univ., Minneapolis. Dept. of Psychology.

Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Report No.—ONR-RR-81-5

Pub Date—Dec 81

Contract—N00014-79-C-0172

Note—46p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, *Achievement Gains, Achievement Tests, *Biology, *College Mathematics, Factor Structure, Higher Education, *Measurement

Identifiers—*Change Scores, Difference Scores, Dimensional Analysis, *Measurement of Change

Some type of difference or change score is frequently used to quantify the effects of experimental treatments and educational programs on individuals and on groups of individuals. Two studies investigated the tenability of the assumption that classroom instruction results in increases in students' achievement levels while the qualitative nature of that achievement remains constant across time. The data utilized were the item responses to tests in basic mathematics and in general biology administered as pretests and after instruction to students enrolled in those courses. Results indicated that this

assumption was not tenable in the biology data set, where increases in mean achievement level were accompanied by corresponding changes in the factor structure underlying the item responses. For the mathematics data, however, there was no such violation of the assumption; as student achievement levels increased, the underlying factor structure remained unchanged. The implications of these results for psychology, education, and program evaluation are noted. (Author/GK)

ED 213 762 TM 820 207

Norman, Carol A.
Measurement and Testing: An NEA Perspective.
NEA Research Memo.

National Education Association, Washington, D.C.
Pub Date—Jul 80
Note—80p.

Available from—National Education Association Professional Library, Box 509, West Haven, CT 06516 (\$5.00 NEA members, \$10.75 nonmembers).

Pub Type—Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—College Entrance Examinations, Educational Policy, *Measurement, *Position Papers, *Professional Associations, Test Coaching, *Testing, Testing Problems, Test Use

Identifiers—National Education Association, Scholastic Aptitude Test, Testing Industry, Truth in Testing

This Research Memo is for test users, teachers, administrators, counselors, curriculum specialists, school board members, and legislators who use tests as a means for improving education. The purpose of this report is to provide general background information about measurement and testing. The information includes discussions of the meaning attributed to educational measurement, the language of testing, guidelines for test selection, and the uses of test data. A number of problems and issues associated with tests and testing practices are also discussed. The information, together with continued inquiry into tests and testing practices, can help promote informed and responsible use of tests and test data. There are five sections in this report: (1) historical examinations of testing and the developments in psychology and mathematics that helped shape contemporary testing practices and a review of testing practices; (2) coaching for college admission examinations, including data supporting the hypothesis that standardized tests designed to measure aptitude are coachable; (3) results of a National Education Association (NEA) review of commercial involvement in statewide testing programs; (4) review of the NEA position on testing; and (5) truth-in-testing legislation, including state and federal laws. Readers seeking greater detail may find useful the recommended reading list concluding most sections. (Author/GK)

ED 213 763 TM 820 209

Spiess, Ronald W.
An Adaptation of Dual Labor Market Theory to the Evaluation of a Youth Employment Project.
Pub Date—Oct 81

Note—26p.; Paper presented at the Joint Annual Meeting of the Evaluation Network and Evaluation Research Society (Austin, TX, October 1-3, 1981).

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Employment Opportunities, Higher Education, *Labor Market, *Program Evaluation, *Theories, *Youth Employment

Identifiers—*Career Advancement Voucher Demonstration Project, CETA Youth Employment Program

This paper reports the problems arising out of, and the solution developed, in adapting dual labor market theory to the evaluation of a CETA youth employment demonstration project. The theory posits that some jobs operate within a primary labor market, and are characterized by good wages and benefits, job security and potential for within firm advancement, while other jobs operate within a secondary labor market and are deficient in those areas. The Career Advancement Voucher Demonstration Project was established to determine if two years of college would significantly improve the ability of these youth to enter the primary labor market. Several problems encountered in adapting the theory to program evaluation are discussed. In operationalizing the concepts, the theory was deficient for some

industries, and it is hypothesized that a second type labor market - an occupation-centered market - is superimposed over the industry-centered labor market. Further, dual labor market theory has important implications with respect to an individual's career, but this evaluation took place at the beginning of the youth's work history. As a secondary source of information, an in-depth analysis of changes in career aspirations is suggested. (Author/GK)

ED 213 764 TM 820 210

Bridgeman, Brent and Others

Parent Child Development Center: Final Evaluation Report.

Educational Testing Service, Princeton, N.J. Spons Agency—Office of Human Development Services (DHHS), Washington, D.C.

Pub Date—Apr 81

Contract—HEW-105-78-1302

Note—211p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*Disadvantaged Youth, *Early Childhood Education, Evaluation Methods, Models, *Mothers, Parent Child Relationship, *Program Effectiveness, *Program Evaluation
Identifiers—Alabama (Birmingham), Louisiana (New Orleans), Michigan (Detroit), *Parent Child Development Centers, Texas (Houston)
Parent Child Development Center (PCDC) programs are designed for mothers and young children with goals similar to those of earlier compensatory education programs: to enhance the development of young children and to try to offset educational and occupational problems associated with poverty. The basic strategy is preventative: helping parents become more effective child-rearing agents in reaching the goals for children. This report incorporates the original Phase I data with the data collected from 1976 to 1980 to provide a comprehensive evaluation of the entire project. The two major issues addressed in the report are the short-term and long-term impacts of the PCDC program. The organization of the report is as follows: Chapter 2 describes the history of the PCDC project, Chapter 3 provides a description of the general PCDC concept as well as the unique features of the models in the three sites, Chapter 4 presents the evaluation design, Chapters 5 and 6 present the short-term and long-term impact results. Chapter 7 describes the results of the replication attempt in Detroit, and Chapter 8 presents the final conclusions and policy implications. (Author/GK)

ED 213 765 TM 820 214

Brittain, Clay V. Brittain, Mary M.

Reading, Readability, Motivation and Test Validity.

Pub Date—Oct 81

Note—15p.; Paper presented at the Annual Meeting of the Military Testing Association (23rd, Washington, DC, October 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Armed Forces, *Military Personnel, *Motivation, Multiple Choice Tests, Occupational Tests, *Readability, *Reading Ability, *Test Validity

Identifiers—*Skill Qualification Test

This study was concerned specifically with the performance of soldiers on Skill Qualification Tests (SQT) in relation to the readability of the tests. The paper also touches upon the effects of soldiers' motivation and training on SQT performance. Regarding readability, the study was designed to address three questions: does the readability of SQT match that of the target soldier population; to what extent is reading ability a factor in the SQT performance of soldiers; and to what extent is the association between reading ability and SQT performance modified by other factors, specifically soldier motivation? Results of an analysis of ten SQT and related data showed: the readability of the ten SQT included in this study match the reading ability in the target soldier population; (2) soldier reading ability and SQT readability are important factors in SQT performance, as evidenced by reviews of SQT by outside experts, and soldier responses indicating difficulty in understanding the skill component of the SQT; (3) soldier motivation as expressed in military career intentions, and opinions about the importance of the SQT was not related to SQT scores; (4) emphasis on the SQT as reflected in the early delivery of the SQT Notice and training of soldiers

was related to SQT scores; and (5) findings are negative concerning the association between soldier reading ability and SQT performance, as the association might be modified by other factors. (Author/GK)

ED 213 766 TM 820 215

Strozeski, Michael W.

Utilization of the Garland Assessment of Graduation Expectations Test Results.

Garland Independent School District, TX.

Pub Date—Mar 82

Note—29p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, *Curriculum Enrichment, *Educational Improvement, Elementary Education, *Elementary School Mathematics, Grade 5, *Minimum Competency Testing, School Districts, *Test Use

Identifiers—*Garland Assessment of Graduation Expectations

Virtually every school system is concerned with two educational considerations: (1) where the students are academically, and (2) how to get the students to a particular set of points. Minimum competency testing has been proposed as one way to handle these concerns. Competency testing has, however, been criticized for encouraging "teaching to the test." If a competency test is a measure of defined outcomes and educational objectives, then it is appropriate to teach to the test. Students who fail such a test and pass it later after further instruction, have demonstrated a measurable change. Frequently this change can legitimately be attributed to the instruction or remediation strategies of our teachers. Such a testing/ remediation program can be a useful way to improve learning effectiveness. Teachers automatically become beneficiaries of such a program when pupil improvement is seen as an indication of teacher effectiveness. The Garland Independent School District is committed to helping students achieve a well-defined set of educational goals, and has elected to use a competency test, the Garland Assessment of Graduation Expectations (G.A.G.E.), as an indicator of progress towards those goals. This paper is an example of how G.A.G.E. test results are utilized at one elementary school in the Garland Independent School District. (Author/GK)

ED 213 767 TM 820 217

Willeke, Marjorie J. Rogers, Dwayne H.

The Best of Both Worlds: Maintaining Credibility and Responsiveness in Evaluation.

Pub Date—2 Oct 81

Note—11p.; Paper presented at the Joint Annual Meeting of the Evaluation Network and Evaluation Research Society (Austin, TX, October 1-3, 1981).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Case Studies, *Credibility, Educational Assessment, *Education Service Centers, Elementary Secondary Education, *Formative Evaluation, *Institutional Cooperation, *School Districts

Identifiers—*Educational Service Unit 18 Lincoln NE, *Lincoln Public Schools NE

Educational Service Unit (ESU) 18 is an independently funded agency providing evaluation services for the Lincoln (Nebraska) Public Schools. ESU employees provide direct services on a regular basis to the school district. A close working relationship exists between members of the ESU and district staffs. Consequently, as the occasion requires, the ESU evaluator can provide the responsiveness characteristic of internal evaluation while maintaining the credibility of an external evaluator. After a brief discussion of the organization of ESU 18, this paper describes the Evaluation Team's role in a multi-year study of a school district's reading program. Throughout the development and implementation of the revised reading program ESU evaluators have supported district efforts by conducting a series of evaluation studies. This multi-year cooperative effort is a good example of the responsiveness, timeliness, and accessibility fostered by the ESU structure for providing services to the schools. (Author/GK)

ED 213 768

TM 820 218

Jones, Phil Ligon, Glynn D.

Preparing Students for Standardized Testing: A Literature Review. Publication No. 81.61.

Austin Independent School District, Tex. Office of Research and Evaluation.

Pub Date—[81]

Note—9p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Achievement Tests, Drills (Practice), *Literature Reviews, Predictor Variables, Pretests Posttests, Scores, Standardized Tests, *Test Coaching, *Test Wiseness

Three variables which affect students' achievement test scores and which can be manipulated prior to test administration are discussed: testwiseness, practice tests, and test practice. Findings were presented from literature reviews. Regarding testwiseness, (1) it can be described, measured, and taught, therefore, testwiseness exists; (2) testwiseness is only mildly related to general intelligence as measured by group intelligence tests and is probably a network of specific skills, not a general cognitive ability; (3) testwiseness increases with maturity and is unrelated to sex; (4) although testwiseness skills can be taught to students of all ages, using a variety of techniques, the affects of such instruction do not last long; (5) the differential effects of testwiseness instruction for students at various points along the testwiseness continuum is unknown and may vary with the type of testwiseness skill under consideration; and, (6) for some groups of students, testwiseness instruction improves the reliability and predictive power of certain tests. No research was found on practice tests' effects on student performance or on the reliability or predictive power of the associated test. Regarding test practice, it was found that taking one IQ test once for practice will improve IQ scores on a subsequent test given no more than two months later, and practice effects may last as long as ten months if the posttest is the same as or a parallel form to the pretest. (Author/GK)

ED 213 769

TM 820 219

Wirtz, Willard Lapointe, Archie

Measuring the Quality of Education: A Report on Assessing Educational Progress.

Spons Agency—Carnegie Foundation for the Advancement of Teaching, Ford Foundation, New York, N.Y.; Spencer Foundation, Chicago, Ill.

Pub Date—82

Note—95p.

Available from—Wirtz and Lapointe, 1211 Connecticut Avenue, N.W., Washington, D.C. 20036 (\$5.75)

Pub Type—Opinion Papers (120) — Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Educational Assessment, *Educational Quality, Elementary Secondary Education, *Program Effectiveness, Program Evaluation, *Standards, Testing Programs

Identifiers—*National Assessment of Educational Progress

Since 1969 National Assessment of Educational Progress (NAEP) reports on the scholastic achievements of the nation's elementary and secondary level students have been appearing frequently. The reactions to these reports are a perplexing mix of acclaim and criticism, of expressed respect but apparently slight regard. This study assesses NAEP and considers the anomaly of the gap between its reputed quality among experts and relatively slight public notice and influence. The analysis of NAEP and the report's recommendations have been put in the context of the concept of definable and measurable, and also "higher," educational standards. The study reflects, too, the growing realization throughout not only the educational profession but the country at large that these standards must be used carefully. The controlling questions that guided the study were whether the essential features of NAEP have importance in the development of higher educational standards and how, if they do, traditional NAEP practices should be re-shaped to serve these purposes. Consideration of specific issues customarily raised about NAEP's design, program and procedures is deferred until the issue of its sufficient reason for being, in a standards oriented system, is faced and answered. (Author/GK)

ED 213 770 TM 820 220

Wigdor, Alexandra K., Ed. Garner, Wendell R., Ed.

Ability Testing: Uses, Consequences, and Controversies. Part I: Report of the Committee
National Academy of Sciences - National Research Council, Washington, D.C. Assembly of Behavioral and Social Sciences.

Report No.—ISBN-0-309-03228-8

Pub Date—82

Note—252p.; Small print in references and tables; For related document see TM 820 221.

Available from—National Academy Press, 2101 Constitution Avenue, N.W., Washington, D.C. 20418 (\$13.95; Both Parts, \$34.95).

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—*Ability, Educational History, Educational Testing, Elementary Secondary Education, Higher Education, Legislation, Occupational Tests, Social Problems, Standardized Tests, *Testing, *Testing Problems, Test Interpretation, *Test Use

This document describes the theory and practice of testing; illuminates competing interests in a balanced fashion; and helps those who make decisions with tests or about testing to reach better-informed judgments. Part I, the report of the Committee, presents a wide-ranging discussion of testing issues. The text has been kept largely free of the critical apparatus of scholarly literature. Chapters 1 through 3 provide an overview of the controversies surrounding testing, an introduction to the concepts, methods, and terminology of ability testing, a brief history of testing in the United States, and a discussion of the proliferation of legal requirements that have come to surround the use of tests. Chapters 4 through 6 describe test use for employment selection and educational purposes, point out common types of misuse, and make recommendations about how tests might be better used to preserve the integrity of the technology while at the same time responding to legitimate social, institutional, and individual goals. Chapter 7 takes a look at the limitations of standardized tests and then attempts to establish a sense of proportion by placing the controversy over testing within the context of the larger social currents that influence the course of national life. (Author/GK)

ED 213 771 TM 820 221

Wigdor, Alexandra K., Ed. Garner, Wendell R., Ed.

Ability Testing: Uses, Consequences, and Controversies. Part II: Documentation Section.
National Academy of Sciences - National Research Council, Washington, D.C. Assembly of Behavioral and Social Sciences.

Pub Date—82

Note—418p.; Small print in tables and references; For related document see TM 820 220.

Available from—National Academy Press, 2101 Constitution Avenue, N.W., Washington, D.C. 20418 (\$24.95; Both Parts, \$34.95).

Pub Type—Collected Works - General (020) — Opinion Papers (120) — Reports - Research (143)

EDRS Price - MF01/PC17 Plus Postage.

Descriptors—*Ability, College Entrance Examinations, Educational History, *Educational Testing, Elementary Secondary Education, Higher Education, Individual Differences, Legislation, *Occupational Tests, Predictive Measurement, Test Coaching, *Testing Problems, *Test Use

Of those who wrote the 11 signed papers in this report, the variety of their learning and experiences brings an interplay of different points of view on the topic of ability testing. This document describes the theory and practice of testing; illuminates competing interests in a balanced fashion; and helps those who make decisions with tests or about testing to reach better-informed judgments than is now the case. It is to those decision makers—judges, lawmakers and their staffs, educators, employers, personnel administrators and the testing industry—that this report is addressed. Employment testing, educational testing, and psychometric issues are the major areas of consideration, along with related subtopics. (Author/GK)

UD

ED 213 772

Ogletree, Earl J. Garrett, Willie

Legal Issues in Education: A Review of Research.
Pub Date—[81]

Note—18p.

Pub Type—Opinion Papers (120) — Reports - General (140)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrators, *Civil Liberties, Civil Rights, Court Litigation, Court Role, Discipline Policy, Elementary Secondary Education, *Federal Legislation, Higher Education, *Legal Education, *School Law, School Personnel, *State Legislation, Student Rights, *Teachers

This paper reviews laws, regulations, and court rulings that teachers, educators, and school administrators should be aware of in order to assert and protect their rights. It provides information on constitutional and legal provisions affecting the day to day operations of schools as well as the rights of teachers, students, and other school personnel in the following areas: (1) student discipline; (2) school board-teacher relations; (3) State and Church relations; (4) dress codes; (5) access to student records; and (6) tort liability. (Author/MJL)

ED 213 773

Remy, Linda L., Principal Investigator

Design for the Evaluation of the San Francisco Home Health Services, Emergency Family Care Services Program.

San Francisco Home Health Service, CA.

Pub Date—May 81

Note—56p.; Not available in paper copy due to reproduction quality of original document.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Child Welfare, *Delivery Systems, *Eligibility, *Emergency Programs, *Evaluation Criteria, *Family Programs, Family Relationship, Foster Homes, Health Services, Home Programs, Placement, Program Administration

This is a design for the evaluation of emergency family care programs of the San Francisco, California Home Health Services administration. The design objectives are given as the promotion of the health and welfare of the family unit and the reduction of the number of out-of-home placements of children and subsequent crises. The objectives of the design are stated as: (1) the development of simply administered assessment procedures to assist workers in making reliable decisions regarding service needs of high-risk families; (2) the monitoring and comparison of case management decision-making, service delivery, and client outcomes for families receiving aid other than emergency family care services; and (3) the study of the feasibility of merging data from a private provider with that from a public entity in order to monitor the quality of services given by child welfare agencies. The three phases of the proposed evaluation study include a basic evaluation, decision analysis, and comprehensive evaluation. The design presents a task analysis of evaluation procedures with respect to the program objectives, and eligibility criteria for emergency family care programs. Sample rating forms, a budget narrative, case plan summary and authorization forms, worker skill categories, and environmental assessment forms are appended. (JCD)

ED 213 774

Camp, Sharon L., Ed. And Others

The Urban Explosion. Draper Fund Report No. 10.
Draper World Population Fund, Washington, D.C.

Pub Date—Dec 81

Note—32p.; Some photographs may not reproduce. Pub Type—Reports - General (140) — Collected Works - Proceedings (021)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Developed Nations, Developing Nations, Family Planning, Foreign Countries, Human Services, Population Distribution, Urban Demography, *Urbanization, *Urban Planning, *Urban Population, *Urban Problems

Identifiers—Bangladesh, China, Egypt, Indonesia, Italy, Mexico, Philippines, Zaire
This booklet contains reports presented by delegates from Mexico, Egypt, China, Bangladesh, Italy, the Philippines, Zaire, and Indonesia to the International Conference on Population and the Urban Future held in Rome, Italy, on September 1-4, 1980. An introductory statement by the Executive Direc-

UD 021 571

tor of the United Nations Fund for Population Activities describes world trends in urbanization, problems associated with urban growth, and future prospects for urban planning. The country statements discuss individual countries' current urban situations, problems of rapid population growth in urban areas, and policies and plans that each government has formulated to eliminate or minimize the problems in the future. The booklet also includes highlights of the Rome Declaration on Population and the Urban Future, which was drawn up at the conference. (MJL)

ED 213 775

Rist, Ray C. And Others

Earning and Learning. Youth Employment Policies and Programs. Sage Library of Social Research, Volume 134.

Report No.—ISBN-0-8039-1744-9

Pub Date—81

Note—212p.

Pub Type—Reports - Research (143) — Reports - Descriptive (141)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Agency Cooperation, Community Involvement, *Education Work Relationship, Federal Legislation, *Federal Programs, Program Effectiveness, *Program Implementation, School Business Relationship, School Community Relationship, Secondary Education, *Work Experience Programs, Youth Employment, *Youth Programs

Identifiers—Comprehensive Employment and Training Act, Youth Employment and Demonstration Projects Act

This book looks at the evolution of 16 school-to-work transition projects initiated through the Exemplary In-School Grant Program of Youthwork, Inc., funded under the Comprehensive Employment and Training Act (CETA). The study addresses issues raised by the Youth Employment and Demonstration Projects Act of 1977, which sought to produce changes that would: 1) provide more comprehensive and higher quality services; and 2) establish linkages, patterns of collaboration, and incentives for cooperation between education and employment/training sectors and between education agencies and prime sponsors. The linkages made between individual projects and other organizations and agencies are identified, and their ability to enhance services for young people is assessed. The report describes the research plan of the study, which was based on the ethnographic approach. The projects are classified in four substantive categories: 1) Academic Credit for Work Experience; 2) Expanded Private Sector Involvement; 3) Career Awareness; and 4) Job Creation Through Youth Operated Projects. Within those areas, the report describes the projects in terms of program characteristics, the specific linkages created during project implementation, and aspects of program operations. The report discusses individual programs of particular interest as case studies. Findings of the study across all four approaches are summarized. (Author/MJL)

ED 213 776

Webster, William J. Chadbourne, Russell A.

Desegregation: The Dallas Experience.
Dallas Independent School District, TX. Office of Statistics and Ad Hoc Research.

Report No.—OS81-830

Pub Date—Dec 81

Note—53p.; For a related document, see ED 166 315.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Academic Achievement, Black Students, Busing, *Court Role, *Desegregation Effects, Desegregation Litigation, *Desegregation Plans, Elementary Secondary Education, *Ethnic Distribution, Hispanic Americans, White Students

Identifiers—*Dallas Independent School District TX

This report on the effects of court-ordered desegregation in the Dallas (Texas) Independent School District is divided into three major sections. The first updates national desegregation literature. The second section outlines briefly the history of desegregation in Dallas schools over the past ten years, and discusses the court's intervention in the 1976 plan in relation to school enrollment patterns, student assignment and ethnic distribution. The effects of desegregation on student achievement are examined in the third section. Median percentile rankings and gains for white, black and Hispanic

students are reported by grade, subject and sub-district. (JCD)

ED 213 777 UD 022 114

Elliott, Gary L. Murray, Wayne R.

Evaluation of the 1979-80 Emergency School Aid Act (ESAA) Basic Project, Bilingual Education Component.

Dallas Independent School District, Tex. Dept. of Research and Evaluation.

Report No.—EE80-319-31-09

Pub Date—Sep 80

Note—10p.; For related documents, see UD 022 115.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Achievement Gains, *Bilingual Education, Educationally Disadvantaged, *Improvement Programs, Intermediate Grades, Junior High Schools, Language Proficiency, Program Evaluation, Scores, Spanish Speaking, *Teacher Role

Identifiers—Dallas Independent School District TX, Emergency School Aid Act 1972, Limited English Speaking

This report presents the results of the evaluation of a bilingual education component implemented through the Emergency School Aid Act (ESAA) in the Dallas (Texas) Independent School District. Under the program, multicultural bilingual instruction was provided in 13 schools. Twenty-two percent, as opposed to a projected 60 percent, of the students met or exceeded the program's achievement objectives, as measured by the "Inter-American Series: Test of General Ability." Similarly, the objective of 100 percent of the resource teachers providing supplementary assistance was not met. Parent involvement activities were implemented as designed. In the report, test scores and gains are given by school and level of test, and distribution of pre- and posttest scores are appended. It is suggested that the failure of the Dallas ESAA program to meet its objectives reflects the fact that the objectives were too stringent to be realistic. (JCD)

ED 213 778 UD 022 115

Elliott, Gary L. Murray, Wayne R.

Evaluation of the 1979-80 Emergency School Aid Act (ESAA), Bilingual Education Project.

Dallas Independent School District, Tex. Dept. of Research and Evaluation.

Report No.—EE80-329-31-09

Pub Date—Sep 80

Note—15p.; For a related document, see UD 022 114.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Achievement Gains, *Bilingual Education, Elementary Secondary Education, Parent Participation, *Program Effectiveness, *Second Language Instruction, Teacher Aides, Teacher Role, *Test Results

Identifiers—Dallas Independent School District TX, Emergency School Aid Act 1972, *Limited English Speaking

This report presents results of an evaluation of the bilingual education component of the Emergency School Aid Act Basic Project implemented in 1979-80 in the Dallas (Texas) Independent School District. Findings include: (1) The bilingual program was not fully staffed, and many schools were only able to provide English as a Second Language instruction (rather than native language instruction) to students. (2) The program's language achievement objectives were not met though some gains in general ability were demonstrated. (3) Some, but not all, of the resource teachers performed all of the activities specified in the program design. (4) Similarly, teacher aides did not all provide the supplementary assistance specified in the proposal. (5) Most of the administrators, teachers, and aides did participate in the bilingual workshops and seminars. (6) Parent involvement in the program was high. Appended to the report is a description of the Tests of General Ability (Inter-American Series), used in program evaluation. (JCD)

ED 213 779 UD 022 116

Gonzales, Joseph L. Hebbler, Stephen W.

Evaluation of the 1979-80 Title VII Bilingual Demonstration Project.

Dallas Independent School District, Tex. Dept. of Research and Evaluation.

Report No.—T780-309-31-09

Pub Date—Sep 80

Note—14p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Achievement Gains, *Bilingual Education, *Demonstration Programs, Elementary Education, *Parent Participation, Program Effectiveness, Spanish Speaking, Student Characteristics, Teacher Attitudes

Identifiers—Elementary Secondary Education Act Title VII, *Texas (Dallas)

This report examines the effectiveness in 1979-80 of a Title VII bilingual (Spanish-English) demonstration project carried out for third and/or fourth graders in four public and two private schools in Dallas, Texas. Included are a list of evaluation questions and description of results. Information is provided on the ethnic characteristics of participating students, characteristics of students and project instructional staff, the attitudes of parents and teachers toward the program, student achievement gains as measured by Test of General Ability, bilingual computer-assisted instruction for third grade students, and the effectiveness of management activities classroom instruction. Also reported are personnel distribution among participating schools, topics and attendance record for project workshops, and topics and schedule of parent advisory committee meetings. (JCD)

ED 213 780 UD 022 117

Rutherford, William B. Almaguer, Ted O.

Evaluation of the Title VII Computer Assisted Spanish English Transition (CASETS) Project, 1980-81.

Dallas Independent School District, Tex. Dept. of Research and Evaluation.

Report No.—BE81-434-31-09

Pub Date—Sep 81

Note—28p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Achievement Gains, *Computer Assisted Instruction, Educationally Disadvantaged, *English (Second Language), Junior High Schools, *Language Skills, Program Effectiveness, Social Studies, Spanish Speaking, Student Attitudes, *Transitional Programs

Identifiers—Bilingual Programs, Dallas Independent School District TX, Elementary Secondary Education Act Title VII, *Limited English Speaking

This report evaluates the first year of a project implemented in the Dallas (Texas) Independent School District for the purpose of improving English language skills of limited English speakers (LEPs) through the use of their native language (Spanish) and computer-assisted instruction. The achievement scores and gains of LEP and non LEP seventh and eighth graders on the Spanish and English versions of the Iowa Tests of Basic Skills and the Parallel Form Social Studies Test are analyzed. It is reported that LEP students gained fifteen months on the vocabulary section and nine months on the language section of the Iowa Tests of Basic Skills, as compared to nine months on both sections for non LEP students. The report also states that the intended objective was attained on the Spanish form of the Social Studies Test. It is noted, however, that all other forms taken by LEP and non LEP students failed to demonstrate that students had reached the stated objective. (JCD)

ED 213 781 UD 022 118

Almaguer, Ted O.

Interim Evaluation of the Bilingual Education and English-as-a-Second-Language Program.

Dallas Independent School District, Tex. Dept. of Research and Evaluation.

Report No.—BE82-431-51-09

Pub Date—Nov 81

Note—46p.; For a related document, see UD 022 119.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Bilingual Education, Elementary Secondary Education, *English (Second Language), Parent Attitudes, Parent Participation, Personnel Selection, Program Attitudes, *Second Language Programs, *Student Characteristics, Student Placement, Testing

Identifiers—Dallas Independent School District TX

This report of the Bilingual Education and English-as-a-Second-Language Program carried out in Dallas, Texas, schools considers the following: (1) procedures and instruments being used to identify and assess limited-English-proficient (LEP) students; (2) number of students of limited English proficiency that have been identified, and the cha-

acteristics of these students; (3) number of LEP students receiving program services; (4) the parental advisory committee; (5) notification of parents of LEP students as to their child's placement in bilingual education programs and their right to transfer their children to all English-based instructional programs; and (6) the recruitment of education instructors with acceptable credentials. Appendices include a sample parental survey of home language for grades K-8, a summary of test administration procedures, and a form for parent notification of student enrollment in bilingual education. A cross-tabulation of the LEP student population by grade and level of English proficiency and by primary language and grade, and a breakdown of the delivery of services by grade level are also presented. (JCD)

ED 213 782 UD 022 119

Almaguer, Ted O. Pigford, Stephanie V.

Interim Evaluation of the Lau Program, 1980-81.

Dallas Independent School District, Tex. Dept. of Research and Evaluation.

Report No.—BE80-431-51-09

Pub Date—Jan 81

Note—54p.; For a related document, see UD 022 118. Best copy available.

Language—English; Spanish; Vietnamese

Pub Type—Reports - General (140)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Bilingual Education, *Curriculum, Elementary Secondary Education, *English (Second Language), Ethnic Groups, *Evaluation Methods, Instructional Innovation, Second Language Instruction, *Student Characteristics, Student Placement

Identifiers—Dallas Independent School District TX, *Lau Program TX, Limited English Speaking

The Lau Program, a project designed to provide bilingual education and English as a Second Language (ESL) instruction to Limited English Proficiency students in the Dallas, Texas, schools is examined in this interim report. A brief program description, including the project's objectives and activities is given in the first section. Major evaluation questions are listed and data collection procedures are discussed in the second and third sections. The following areas are considered: (1) characteristics of the identification and assessment efforts; (2) characteristics of the program's diagnostic, prescriptive and placement activities; (3) the extent to which bilingual education and ESL curriculum components were implemented according to district standards; (4) methods used to monitor student progress and program implementation; (5) personnel recruitment training, and assignment efforts undertaken; and (6) achievement gains of LEP students. (JCD)

ED 213 783 UD 022 122

Hinckley, Ronald H. Ed. And Others

Student Home Environment, Educational Achievement, and Compensatory Education. Technical Report #4 from the Study of the Sustaining Effects of Compensatory Education on Basic Skills.

Decima Research, Santa Ana, Calif.; System Development Corp., Santa Monica, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Evaluation and Dissemination.

Pub Date—Jan 79

Contract—300-75-0332

Note—234p.; For related documents see ED 146 182-183, ED 155 300, ED 163 128, and UD 022 123-128.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—*Academic Achievement, Achievement Tests, Attitude Measures, *Compensatory Education, Cost Effectiveness, Elementary Education, Elementary School Students, *Family Role, *Family School Relationship, Longitudinal Studies, *Parent Participation, School Demography, *Socioeconomic Influences, Student School Relationship, Summer Programs

Identifiers—Elementary Secondary Education Act Title I

This report on Compensatory Education (CE) examines the effect of home environment on academic achievement. Part one presents findings on the home environment and student achievement, parental awareness and participation in CE, parental involvement in the educational process, parent attitudes toward the child's education, school CE fund

receipt status, and the student's relationship to the Title I allocation criteria. In part two, scores on achievement tests of vocabulary, reading comprehension, math concepts, and math computation are studied in relation to combinations of social, demographic, and economic characteristics. The third part is a series of tables and figures which present the detailed data upon which most of the analyses in this report are based. (Author/JCD)

ED 213 784 UD 022 123

Wang, Ming-mei And Others

The Nature and Recipients of Compensatory Education. Technical Report #5 from the Study of the Sustaining Effects of Compensatory Education on Basic Skills.

System Development Corp., Santa Monica, Calif. Spons Agency—Office of Education (DHEW), Washington, DC. Office of Planning, Budgeting, and Evaluation.

Pub Date—Sep 78

Contract—300-75-0332

Note—350p; Some tables marginally legible. For related documents see ED 146 182-183, ED 155 300, ED 163 128, and UD 022 122-128.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors—Achievement Gains, Administrator Attitudes, Attendance Records, *Basic Skills, Community Role, *Compensatory Education, Data Analysis, Educational Finance, Elementary Education, *Elementary School Students, Institutional Characteristics, Measurement Techniques, *Outcomes of Education, Parent School Relationship, *Program Design, Program Effectiveness, Program Evaluation, Resource Allocation, *Student Characteristics, Tables (Data), Teacher Attitudes

Identifiers—*Elementary Secondary Education Act Title I

This report on Compensatory Education (CE) provides a description of instructional services in basic skills and assesses educational development through the presentation of extensive data. Findings are based on data collected on 81,450 elementary school students enrolled in fifty representative schools during 1976-77 school year, and questionnaire responses of 219 district superintendents and business managers, 242 school principals, and over 3,000 teachers. The report is in four parts: (1) technical considerations (includes a description of the sample, data-collection instruments, and achievement and poverty measures); (2) services provided by regular and CE programs; (3) fund allocations and selection process from CE programs; and (4) district, school, and parent/community participation in CE programs. Student data consist of demographic and background characteristics, CE selection status, basic skills achievement, attitude toward school, summer activities, and attendance records for reading and math instruction. Questionnaire responses provide information on allocation of CE funds, selection policy for CE services, educational expenditures, characteristics of districts, and teachers' instructional techniques. Data analyses are presented in two sets: the first set obtained national projections of district, school, and student characteristics by applying appropriate weights to the observed sample data; the second set used the unweighted observed data to help answer thirty-three policy questions addressed in this report. A list of policy questions and supplementary tables are appended. (Author/JCD)

ED 213 785 UD 022 124

Haggart, Sue A. And Others

Resource Analysis of Compensatory Education. Technical Report #6 from the Study of the Sustaining Effects of Compensatory Education on Basic Skills.

RMC Research Corp., Santa Monica, CA; System Development Corp., Santa Monica, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Evaluation and Dissemination.

Pub Date—Oct 78

Contract—300-75-0332

Note—178p; Some tables marginally legible. For related documents see ED 146 182-183, ED 155 300, ED 163 128, and UD 022 122-128.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Basic Skills, *Compensatory Education, *Cost Effectiveness, Cost Estimates, Data Analysis, Elementary Education, Elementary School Students, Mathematics Instruction, *Program Costs, Reading Programs, *Resource Allocation, Socioeconomic Influences, *Student Characteristics

Identifiers—*Elementary Secondary Education Act Title I

This report on Compensatory Education (CE) documents the kinds, amounts, and costs of resources used in providing reading and mathematics instruction. A resource-cost model translated the measures of resource exposure into estimates of standard dollar costs for each student's instructional program. The overall strategy for estimating costs provided a dollar-metric that reflected the measures of individual resource exposure, accommodated interregional price differences, and was sensitive in discerning intraclassroom differences among instructional programs offered to students. The study found that the resource costs for CE students, particularly participants in Title I programs, were substantially higher than for non-CE students. Furthermore, differences in program costs were not affected by student characteristics (achievement status, teacher judgment of need for CE services, minority status, and participation in free or reduced price meals programs). (Author/JCD)

ED 213 786 UD 022 125

Sumner, Gerald C. And Others

An Analysis of the Cost and Effectiveness of Compensatory Education. Technical Report #7 from the Study of the Sustaining Effects of Compensatory Education on Basic Skills.

RMC Research Corp., Santa Monica, CA; System Development Corp., Santa Monica, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Evaluation and Dissemination.

Pub Date—Aug 79

Contract—300-75-0332

Note—117p; Some tables marginally legible. For related documents see ED 146 182-183, ED 155 300, ED 163 128, and UD 022 122-128.

Pub Type—Reports - Evaluative (142) — Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Achievement Gains, Basic Skills, *Compensatory Education, *Cost Effectiveness, Educational Finance, Elementary Education, Elementary School Students, Financial Support, *Mathematics Achievement, *Program Costs, Program Evaluation, Quantitative Tests, *Reading Achievement

Identifiers—*Elementary Secondary Education Act Title I

This report on Compensatory Education (CE) examines the cost effectiveness of instructional programs and outcomes for reading and mathematics. Included are a description and comparison of services for elementary school students in Title I programs, other CE programs and regular instruction programs. Also reported are the results of student academic achievement as measured by Form S of the Comprehensive Tests of Basic Skills, fall and spring percentile norms and vertical scale conversions based on the projected national score distributions from the SES in the first year of the study. Cost effectiveness is assessed by subsetting the student sample in terms of multiple displays of average costs and achievement scores, and by estimating regression coefficients which relate achievement gain to cost. It is concluded that where program costs are held constant, funding source does not appear to have an independent effect on educational outcome. It is also suggested that CE is relative more cost effective in the lower grades. (Author/JCD)

ED 213 787 UD 022 126

Kenoyer, Charles E. And Others

The Effects of Discontinuing Compensatory Education Services. Technical Report #11 from the Study of the Sustaining Effects of Compensatory Education on Basic Skills.

System Development Corp., Santa Monica, Calif. Spons Agency—Office of Program Evaluation (ED), Washington, D.C.

Pub Date—Feb 81

Contract—300-75-0332

Note—170p; Some tables marginally legible. For related documents see ED 146 182-183, ED 155

300, ED 163 128, and UD 022 122-128.

Pub Type—Reports - Evaluative (142) — Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Achievement Gains, *Achievement Rating, Basic Skills, *Compensatory Education, Elementary Education, Elementary School Students, Financial Support, Mathematics Achievement, *Outcomes of Education, *Program Effectiveness, Reading Achievement

Identifiers—*Elementary Secondary Education Act Title I

This report examines the effects of discontinuing Compensatory Education (CE) services. Three reasons for discontinuation of services are identified: (1) about 60 percent of the students were no longer qualified due to high achievement; (2) 25 percent of the programs lost funding; and (3) the remaining percentage reflected promotion of students to grades which had no CE programs. Chapter one provides information on reading and math programs, and on achievement levels of students according to their relationship to CE and according to why their services were discontinued. Chapter two assesses the educational services offered to students following termination of CE. Achievement growth after termination of CE is analyzed in chapter three. Finally, chapter four interprets the findings on achievement growth. Four appendices provide supplementary data for each of the chapters. (Author/ML)

ED 213 788 UD 022 127

Hoefnager, Ralph, Ed.

Substudies on Allocation and Targeting of Funds and Services, Assessment of Student Growth, and Effects of Attrition. Technical Report #13 from the Study of the Sustaining Effects of Compensatory Education on Basic Skills.

System Development Corp., Santa Monica, Calif. Spons Agency—Office of Program Evaluation (ED), Washington, D.C.

Pub Date—May 81

Contract—300-75-0332

Note—319p; Some tables marginally legible. For related documents see ED 146 182-183, ED 155 300, ED 163 128, and UD 022 122-128.

Pub Type—Reports - Evaluative (142) — Reports - Research (143)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—Academic Achievement, *Achievement Rating, Admission Criteria, *Affective Measures, *Compensatory Education, Elementary Education, Elementary School Students, Evaluation Methods, *Financial Support, Low Income Groups, Minority Groups, *Poverty Areas, Program Effectiveness, School Demography, *Student Attrition

Identifiers—*Elementary Secondary Education Act Title I

This study of Compensatory Education is divided into four parts: allocation of Title I funds and services, achievement and Compensatory Education, measurement of student growth, and the effects of attrition. Part one examines poverty concentrations to determine which schools and districts are eligible for Title I or for concentration grants. The methods for determining a school's poverty level are also presented. Part two discusses how and how well Title I and Compensatory Education are distributed at the student level. The results of student achievement test scores are compared with teachers' evaluation of students' needs for Compensatory Education. The procedures used in the selection and development of measures of academic growth, achievement, and affective growth are described in part three. Part four describes the reduction in the sample of schools in the second year of the study after funding cutbacks. Also reported is the incidence of student attrition compared over several characteristics including achievement level and minority status. (Author/JCD)

ED 213 789 UD 022 128

Klibanoff, Leonard S. Haggart, Sue A.

Summer Growth and the Effectiveness of Summer School. Technical Report #8 from the Study of the Sustaining Effects of Compensatory Education on Basic Skills.

RMC Research Corp., Mountain View, Calif.; System Development Corp., Santa Monica, Calif. Spons Agency—Office of Program Evaluation (ED), Washington, D.C.

Pub Date—Feb 81

Contract—300-75-0332

Note—155p.; Some tables marginally legible. For related documents see UD 022 122-127, ED 146 182-183, ED 155 300 and ED 163 128.

Pub Type—Reports - Evaluative (142)—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Achievement Gains, Basic Skills, *Compensatory Education, *Cost Effectiveness, Elementary Education, Elementary School Students, Mathematics Achievement, Program Costs, Program Effectiveness, *Reading Achievement, *Student School Relationship, Summer Programs, *Summer Schools

Identifiers—*Elementary Secondary Education Act Title I

This report examines the pattern of student achievement over the summer and the effects and cost effectiveness of summer school. The results of the reported research are directed toward the following policy issues: (1) the relationships between the cost (resources) of summer programs and growth in student achievement; (2) the differences in cost effectiveness as a function of alternative combinations of resources; and (3) a comparison of the relative cost effectiveness of summer and school-year programs. It is reported that the cost of instructional resources used in summer reading and math programs are usually higher for students with lower pretest scores. The overall results of the reading study is said to show no absolute loss for the general population, for Compensatory Education (CE) students, or for Title I students. However, CE students make smaller gains over the summer than non-CE students, and the report cites this as evidence that there is a relative loss in achievement gains for CE students. (Author/JCD)

ED 213 790 UD 022 130

Lacayo, Carmela G., Ed.

A Research, Bibliographic and Resource Guide on the Hispanic Elderly.

Asociacion Nacional Pro Personas Mayores, Los Angeles, Calif.

Spons Agency—Administration on Aging (DHHS), Washington, D.C.

Pub Date—Jun 81

Grant—0090-AR-2068

Note—305p.; For a related document, see ED 210 361.

Pub Type—Reference Materials - Bibliographies (131)—Guides - Non-Classroom (055)—Reference Materials (130)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—Adult Education, Agencies, *Aging (Individuals), Consumer Education, Crime, *Educational Gerontology, Health Services, *Hispanic Americans, Housing, Human Services, *Information Services, *Information Sources, Legal Problems, National Organizations, Nutrition, *Older Adults, Professional Associations, Training Methods, Transportation

This annotated research, bibliographic and resource guide to current literature on the Hispanic elderly is divided into six major sections. The first section contains a bibliography of bibliographies, books and book chapters, conference papers, journal articles, dissertations, theses, and program descriptions. Part two contains a directory of general information sources on gerontology and aging and a listing of government documents pertinent to the field. Sections three and four include a list of gerontology centers and national gerontology service organizations respectively. Section five includes a list of newsletters and periodicals relating to research, practice, services and training, and popular and consumer issues. The final section represents a selected bibliography on general gerontology as well as on Hispanic aging. Included are publications on physical and mental health, housing, employment, education, crime, legal issues, nutrition, retirement, social services, transportation, and other topics as they relate to aging. (JCD)

ED 213 791 UD 022 133

Publications Supported by the Multiculturalism Directorate, Government of Canada = Publications Subventionnées par la Direction du Multiculturalisme, Gouvernement du Canada. Revised.

Department of the Secretary of State, Ottawa (Ontario).

Pub Date—May 81

Note—90p.; Prepared by the Multiculturalism Directorate.

Available from—Literary Projects Officer, Multiculturalism Directorate, Department of the

Secretary of State, Ottawa, Ontario, Canada K1A 0M5.

Language—English; French

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Annotated Bibliographies, Canadian Literature, Cross Cultural Training, Cultural Images, Elementary Secondary Education, *Ethnic Groups, *Ethnicity, Ethnography, Foreign Countries, History, Immigrants, *Minority Groups, *Multicultural Education, Research Reports, Second Language Instruction, Teaching Guides

Identifiers—*Canada

This revised and updated bibliography of multicultural publications supported by the Canadian government includes annotations in both French and English. Historical, literary, ethnographic, linguistic, and research documents and teaching guides representing or targeted to a variety of different ethnic groups are presented. The bibliography also contains an index of authors, editors and translators; an index of associations and publishers; and a subject index by ethnic group classification. (JCD)

ED 213 792 UD 022 135

Farley, Reynolds

Recent Trends in School Segregation and Enrollment by Race: An Analysis of New Data from the Office of Civil Rights. Final Report.

Michigan Univ., Ann Arbor. Center for Population Studies.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Oct 81

Grant—NIE-G-79-0151

Note—481p.; Not available in paper copy due to reproduction quality of original document.

Pub Type—Reports - Research (143)—Numerical/Quantitative Data (110)

EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.

Descriptors—Black Students, Elementary Secondary Education, *Enrollment Trends, Hispanic Americans, Racial Composition, Racial Distribution, *Racial Segregation, *School Demography, School Desegregation, School Districts, Student Characteristics, Tables (Data), Teacher Characteristics, *Urban Schools, Urban to Suburban Migration, White Students

This report on enrollment trends and racial composition in 116 central city school districts is based on a series of surveys conducted from 1967 to 1978. Extensive statistical data describe trends in: the segregation of black, white and Hispanic students; the racial and ethnic representation of teachers; school integration; and white enrollment trends, such as "white flight." The data suggest that: (1) racial segregation declined in all types of central city school districts, but decreases were least in large cities and greatest in the county-wide districts; (2) Spanish students were less segregated from white students than from black students, and black-white segregation (assessed by the index of dissimilarity) decreased more than did Spanish-black or Spanish-white segregation; (3) racial discrepancy between students and staff was considerably greater in the North and West than in the South; and (4) when desegregation occurs, loss of white enrollment increases during the first year of integration but the increased outflow is not maintained in subsequent years. (Author/GC)

ED 213 793 UD 022 136

Reynolds, William Bradford

Prison Overcrowding: Legal Significance and Constitutional Implications.

Department of Justice, Washington, D.C.

Pub Date—21 Feb 82

Note—8p.; Paper presented at the National Governors Conference (Washington, DC, February 21, 1982).

Pub Type—Speeches/Meeting Papers (150)—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Civil Rights, Civil Rights Legislation, Constitutional Law, *Correctional Institutions, *Federal State Relationship, Government Role, Law Enforcement, *Legal Problems, Legal Responsibility, *Quality of Life

Identifiers—Chapman V Rhodes, *Civil Rights for Institutionalized Persons Act

In this statement by William Bradford Reynolds, Assistant Attorney General under the Reagan Administration, the problem of prison overcrowding is discussed in relation to the definition of "cruel and

unusual punishment." The Supreme Court's decision in the Chapman versus Rhodes case is presented as an example in which overcrowding as only one factor in the "totality" of prison life was not judged as unconstitutional. Reynolds states that the Federal Justice Department does not intend to ignore enforcement of the Civil Rights for Institutionalized Persons Act, but intends to enforce it in a manner fully sensitive to practical difficulties of the States and their localities. (JCD)

ED 213 794 UD 022 137

Bell, William E. And Others

Educational Quandaries and Opportunities. Urban Education Studies, 1977-1980.

Council of the Great City Schools, Washington, D.C.; University Council for Educational Administration, Columbus, Ohio.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; Spencer Foundation, Chicago, Ill.

Pub Date—Sep 80

Contract—400-78-0037

Note—198p.; For related documents, see ED 159 284 and ED 170 413.

Pub Type—Collected Works - General (020)—Information Analyses (070)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Bilingual Education, Career Education, Compensatory Education, Curriculum Development, *Educational Change, Educational Innovation, Educational Resources, Elementary Secondary Education, Evaluation Needs, *Improvement Programs, Inservice Education, *Institutional Characteristics, Multicultural Education, Nontraditional Education, *Program Effectiveness, School Community Relationship, Special Education, Staff Development, *Urban Education, *Urban Problems

This collection of papers examines the current issues in urban education as suggested by on-site studies of programs in sixteen different cities between 1977 and 1980. An overview of the problems in urban education and their causes is presented in the first paper. The second paper discusses program improvement strategies and several examples of efforts to adapt curriculum and instruction to the differences in the cultural backgrounds and personal characteristics of students. Basic skills, bilingual and special education programs are examined. Also discussed are the characteristics of successful school environments. The third paper reviews the conditions necessary for systemwide renewal with emphasis on career centers, alternative schools, school community collaboration, staff development and school management. Strategies for optimizing educational resources through school community interactions and new approaches to inservice education are discussed in the fourth paper. The fifth paper discusses the evaluation process and objectives of evaluation, with emphasis on strategies for improvement. The final paper further explores systemwide renewal and the measures needed to meet the demands on education in the 1980s. (JCD)

ED 213 795 UD 022 139

Bartell, Ted And Others

Compensatory Education and Confined Youth: A National Evaluation of Title I Programs in State Institutions for Neglected or Delinquent Youth. Volume I.

System Development Corp., Santa Monica, Calif. Studies and Evaluation Dept.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—TM-5792/005/00

Pub Date—[80]

Contract—300-76-0093

Note—227p.; For related documents, see ED 197 043-044.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Adult Programs, Child Neglect, *Compensatory Education, *Correctional Institutions, *Delinquency, Delinquent Rehabilitation, Disadvantaged Youth, Educational Facilities, Elementary Secondary Education, Expenditure Per Student, Federal Programs, Institutional Environment, *Institutionalized Persons, Program Administration, Program Attitudes, Program Costs, Program Descriptions, Staff Development, State Programs, *Student Characteristics, *Teacher Background

Identifiers—*Elementary Secondary Education Act Title I

The purpose of this report is to describe the ser-

VICES of Title I programs currently operating in State institutions for neglected or delinquent youth across the country. Demographic and social characteristics of Title I students and staff, program characteristics, objectives and funding status, and institutional environment are discussed. It is reported that actual per student expenditures are approximately one-half of other State educational expenditures, although in adult institutions, Title I and regular State education funding are almost equal. Title I programs at sample facilities are held to emphasize basic reading and mathematics skills and individualized instruction more than regular classroom programs. Further, Title I programs in custody-oriented institutions place more emphasis on vocational education than do programs in treatment-oriented facilities, while treatment-oriented facilities emphasize academic achievement and affective growth to a greater extent. Problems reported include lack of clarity in Federal guidelines, dissatisfaction with monitoring and evaluation procedures, as expressed by facility personnel, instability of financial support, and inadequate personnel recruitment and inservice education procedures. (JCD)

ED 213 796 UD 022 140
Publicly Subsidized Child Care and Development Programs in California.
California State Dept. of Education, Sacramento.
Office of Child Development.

Pub Date—81
Note—18p.; Not available in paper copy due to institution's restrictions.

Available from—Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802 (\$1.50; California residents please add sales tax).

Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—Child Development Centers, Community Services, Day Care, Eligibility, Family Programs, Financial Support, Preschool Education, Public Policy, Special Programs
Identifiers—California

This report describes the organization and function of general child care and development programs, special programs and the State Preschool Program administered by the California State Department of Education. Also examined are the funding sources, eligibility criteria for participation, and program requirements. In addition to child development programs, general child care programs are said to include migrant and campus child development programs, school-age parenting and infant development programs, alternative payment programs, and resource and referral programs. Appendices include a family fee schedule for fiscal year 1981-82, and the field service regions within the Office of Child Development. (JCD)

ED 213 797 UD 022 141
Evaluation of the ESEA Title I Program [of the] Public Schools [of the] District of Columbia.
Final Evaluation Report. 1979-80.

District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation.
Pub Date—May 81

Note—79p.; For related documents see ED 141 452, ED 164 714, and ED 197 003.

Pub Type—Reports - Evaluative (142)
EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Achievement Gains, Compensatory Education, Disadvantaged Youth, Elementary Education, Evaluation Methods, Grade Repetition, Mathematics Achievement, Program Descriptions, Program Effectiveness, Program Evaluation, Reading Achievement, Socioeconomic Status, Student Characteristics, Test Interpretation

Identifiers—District of Columbia Public Schools, Elementary Secondary Education Act Title I

This report presents the evaluation results of the 1979-80 Title I program in grades one, two, three and seven in the District of Columbia Public School system. Part One describes program objectives and services and the evaluation design and procedures. A description of the population served by Title I is included in Part Two. Achievement gains in student performance are reported for reading and mathematics by grade level. Socioeconomic status, physical handicaps, and behavioral problems of Title I students are discussed in relation to academic achievement. Numbers of students held back one or more years are also given. It is reported that Title I program objectives for 1979-80 were exceeded in

mathematics at all grades, while the objective for reading was met in grade one and exceeded in all other grades. An appendix explains the use of normal scale equivalents in the assessment of programs based on different test data. (JCD)

ED 213 798 UD 022 142
The Fresh Start Minischool E.S.E.A. Title IV-C.
Final Evaluation Report, 1980-1981.

District of Columbia Public Schools, Washington, DC. Div. of Quality Assurance.
Pub Date—Dec 81

Note—38p.; For related documents, see ED 185 184 and ED 201 708.

Pub Type—Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Basic Skills, Dropout Prevention, Evaluation Methods, High Risk Students, High Schools, Mathematics Achievement, Program Effectiveness, Program Evaluation, Reading Achievement, Sciences, Self Esteem, Social Studies

Identifiers—District of Columbia Public Schools, Elementary Secondary Education Act Title IV, Fresh Start Minischool DC

The Fresh Start Minischool (FSMS) program was implemented for students at Frank Ballou High School in Washington, D.C., who had mathematics and reading deficiencies that made success and staying in school unlikely possibilities. The program involved individualized student instruction in four core academic areas (social studies, communications, mathematics, and science), and also provided teachers with inservice workshops to train them to work positively with low achieving students. A program evaluation, which followed the Planning, Monitoring, and Implementation (PMI) Model for Decision-Making, found that: (1) students showed growth in reading and mathematics, but their rate of gain did not increase; (2) the first senior class of the FSMS project had 44 students graduating from the experimental group, versus 16 from the control group; (3) of the 123 original students in the program, 39 percent of the experimental group and 70 percent of the control group dropped out of school; and (4) experimental students had normal self-esteem. Project objectives, as well as outcomes and evaluation findings, are detailed in this report. (Author/GC)

ED 213 799 UD 022 143
Improving Instruction through Supervision: Developing Supervisory Support for Teachers. E.S.E.A. Title IV-C. Final Evaluation Report, 1980-1981.

District of Columbia Public Schools, Washington, DC. Div. of Quality Assurance.
Pub Date—Dec 81

Note—74p.; For related documents see ED 166 772, ED 182 865, and ED 201 707.

Pub Type—Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Administrator Attitudes, Course Evaluation, Elementary Secondary Education, Inservice Education, Instructional Improvement, Peer Relationship, Program Effectiveness, Staff Development, Teacher Administrator Relationship, Teacher Attitudes, Teacher Supervision

Identifiers—Clinical Supervision, District of Columbia Public Schools

This report presents results of the evaluation of a project designed to provide a support system for teachers in District of Columbia Schools. Under the project, teachers and administrators received training and practice in the clinical supervision process, which allowed them to help other teachers at the local level. The report is based on a survey of 39 schools, and includes a description of the background and objectives of the project, and a summary of intended and observed outcomes for each objective. Appendices include supporting data concerning peer interactions of teachers during the application of clinical supervision techniques and validity and reliability of the Film Observation Peer Supervision Instrument; a final evaluation of the teachers' training program by teachers and administrators; and a summary of comments and recommendations on attitude questionnaires. Analyses of the pre- and posttest scores and gains on the Peer Supervision Instrument, the Project-Designed Knowledge Test, and the Supervision/Administrator Test of the National Teacher Exam are also appended. The report concludes that objectives were met in the areas of teacher attendance, content, significant gain in knowledge and application

of concepts, teacher attitudes, and teacher rating of course format and program effects. (JCD)

ED 213 800 UD 022 144
District Facilitator Project. E.S.E.A. Title IV-C.
Final Evaluation Report, 1980-1981.

District of Columbia Public Schools, Washington, DC. Div. of Quality Assurance.
Pub Date—Dec 81

Note—50p.; For related documents, see ED 198 070 and ED 201 703.

Pub Type—Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Competency Based Education, Demonstration Programs, Elementary Secondary Education, Improvement Programs, Information Dissemination, Information Networks, Linking Agents, Private Schools, Program Evaluation, Program Implementation, Public Schools, Technical Assistance

Identifiers—District of Columbia, National Diffusion Network

The District Facilitator Project (DFP) was designed to help public and private schools in the District of Columbia to improve their programs by linking them with exemplary projects that have proven successful in districts around the country. The DFP provides coordination and technical assistance services for implementing the selected program in a new location. This evaluation report describes DFP activities in fiscal year 1981 and compares the project's objectives with its outcomes in four areas: (1) information dissemination, particularly with regard to National Diffusion Network (NDN) programs that complement competency based curriculum; (2) training services for schools that elected to adopt NDN programs; (3) technical assistance to schools installing new NDN programs; and (4) facilitation of collaborative arrangements regarding adoption of NDN programs between appropriate public, private, and parochial schools. Appended are evaluation model schema, a list of DFP awareness sessions held, and summaries of various reports on NDN programs. (Author/GC)

ED 213 801 UD 022 146
Urban America in the Eighties: Perspectives and Prospects. Report of the Panel on Policies and Prospects for Metropolitan and Nonmetropolitan America.

President's Commission for a National Agenda for the Eighties. Washington, DC.
Spons Agency—Department of Housing and Urban Development, Washington, D.C.

Pub Date—80
Note—123p.

Pub Type—Collected Works - Proceedings (021) — Information Analyses (070)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Economically Disadvantaged, Economic Development, Federal State Relationship, Financial Problems, Government Role, Industrialization, Low Income Groups, Metropolitan Areas, Municipalities, Policy Formation, Public Policy, Social Problems, United States History, Urban Demography, Urban Problems, Urban to Rural Migration, Urban to Suburban Migration

This review of perspectives on the current status and policy issues of urban America is divided into nine chapters, each of which includes a bibliography. Chapter one presents an overview of the post-industrial demographic and economic changes in the United States and the Federal government's response to these changes. The ongoing transformation of cities is examined in chapter two. Chapter three discusses the logic, dynamics, and consequences of economic and demographic deconcentration in cities, suburbs, nonmetropolitan areas and multistate regions. The economic consequences of industrial disinvestment for specific localities and the resulting fiscal consequences for local governments are addressed in chapter four. Chapter five focuses on social problems and the effect of industrial transformation on the urban underclass. The remaining chapters examine Federal urban policy directions, methods of developing long-term policies and ways of involving the States in intergovernmental partnerships required to meet policy objectives. (JCD)

ED 213 802 UD 022 150

Wilson, Franklin D.

Migration and Socioeconomic Attainment.

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Spons Agency—Department of Health and Human Services, Washington, D.C.; National Inst. of Child Health and Human Development (NIH), Bethesda, Md. Center for Population Research; National Science Foundation, Washington, D.C. Report No.—IRP-DP-664-81

Pub Date—Aug 81

Grant—5P01-HD-0-58776; SES-7826853

Note—55p.; Some tables may be marginally legible due to small size type.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Blacks, Differences, *Educational Background, *Income, *Migrants, *Migration, *Occupational Mobility, *Promotion (Occupational), Regional Characteristics, Socioeconomic Background, Socioeconomic Status, Whites

Research among black and white males aged 18 to 54 investigated correlations between migration patterns and occupational attainment and earnings. Results indicated that: (1) the propensity to migrate is related to entrance into, exit from, and iterations in occupational careers; (2) there is a positive association between migration and occupational status, but most of this association can be accounted for by the favorable socioeconomic background of migrants; (3) in general, migration is associated with higher occupational attainment, greater returns to education, and an increased earning capacity, but the pattern of the association varies between black and white migrants, and between new and repeat or return migrants; (4) the South has benefited from the population exchange between the South and other areas of the country; and (5) migrants who left the South between 1965 and 1970 had substantially higher earnings than those who remained in the South. (Author/MJL)

ED 213 803 UD 022 151

Goldberger, Arthur S. Cain, Glen G.

The Causal Analysis of Cognitive Outcomes in the Coleman Report.

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Spons Agency—Department of Health and Human Services, Washington, D.C.; National Inst. of Education (ED), Washington, D.C.; National Science Foundation, Washington, D.C.; Wisconsin Univ., Madison. Graduate School. Report No.—IRP-DP-682-81

Pub Date—Dec 81

Grant—BNS-76-22943; NIE-G-81-0009; SES-80-08053

Note—58p.; Also supported by funds from the William F. Vilas Trust Estate.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Academic Achievement, Multiple Regression Analysis, *Predictor Variables, *Private Schools, *Research Methodology, *School Policy, Secondary Education, Student Characteristics, Testing

Identifiers—*Public and Private Schools (Coleman et al)

In the study "Public and Private Schools," the conclusions by James Coleman and others that private schools produce higher test scores and do so by employing certain school policies are not valid because the methods and interpretations used in the analysis fall below the standards for social-scientific research. Moreover, the conclusions are not warranted by their evidence. In implementing the research, Coleman and his associates used inadequate measures of cognitive outcomes, employed erroneous sampling procedures, and based conclusions on biased methods of analysis. One phase of analysis used a multiple regression approach with 17 background variables that was selectively biased against public schools. A second analysis, which attempted to show that Catholic schools are more egalitarian because they produce similar test scores among students with diverse backgrounds, was biased because it excluded relevant variables and because the range of student cognitive abilities was narrower in the Catholic sector than in the public sector. The third analysis which studied sophomore to senior change in scores did not control for background. Finally, the analysis which attributed test score gains in the private sector to selected school policies was based on choosing certain variables as "policy" without considering student ability and background. (Au-

thor/MJL)

ED 213 804 UD 022 152

Piliavin, Irving Masters, Stanley

The Impact of Employment Programs on Offenders, Addicts, and Problem Youth: Implications from Supported Work. University of Wisconsin-Madison, Institute for Research on Poverty Discussion Papers.

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Spons Agency—Department of Health and Human Services, Washington, D.C.

Report No.—DP-665-81

Pub Date—Sep 81

Note—49p.; Some tables may be marginally legible due to small size type.

Pub Type—Reports - Research (143) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Programs, *Adults, *Criminals, Delinquency, Disadvantaged, Drug Addiction, *Employment Programs, *Federal Programs, Individual Characteristics, *Program Effectiveness, *Rehabilitation Programs, Youth

For several years, the Federal government of the United States has supported programs that employ and teach skills to disadvantaged workers, especially disadvantaged youth. By concentrating on serving youth, such programs have neglected disadvantaged adults, for whom such programs may often be more effective. This assertion is based on an experimental evaluation of a major subsidized work experience program called Supported Work, which was directed at groups selected partly because of their potential for committing crime. The groups in the demonstration sample for program evaluation included previously incarcerated offenders, known drug addicts, and youths known to be or considered likely to become delinquent. Evaluation showed that the program had little effect on young delinquents' post-program employment or on their criminal activity during or after participation in the program. However, among adult offenders and drug addicts, there was a tendency toward increased employment and reduced crime. The results of this experiment thus suggest that older disadvantaged workers, including those who are known offenders, may be much more responsive to the opportunity to participate in employment programs than those who are younger. It may be worthwhile to provide this opportunity more fully. (Author/MJL)

ED 213 805 UD 022 154

Outreach Mobile Delivery System. ESEA Title IV-C Project Report. Annual Evaluation Report, 1980-81.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—[81]

Note—12p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Ancillary School Services, *Disabilities, Elementary Secondary Education, Family Health, *Family Problems, Outreach Programs, *Parent Participation, *Quality of Life, Recreation, School Community Programs, *Student Needs

Identifiers—Elementary Secondary Education Act Title IV, *Outreach Mobile Delivery System NY The major objectives, current and future activities, evaluation findings, and problems of the Outreach Mobile Delivery System of the New York City Public Schools are discussed in this annual report. The purpose of outreach project was to inform parents with handicapped children about ancillary services available to reduce the severity of unmet health, financial and recreational needs for the children and their families. An Outreach Needs Assessment Checklist was designed to determine whether deficiencies had been reduced as a result of the program and to assess the extent of parent involvement in the resolution of family needs. Results showed that the severity of student needs was reduced to a greater extent than the severity of family needs. Likewise, parents showed greater involvement in the reduction of student needs than in the reduction of family needs. (JCD)

ED 213 806 UD 022 156

Follow Through Resource Center: Public School 243. Final Evaluation Report, 1980-1981.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—[81]

Note—37p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrator Attitudes, *Adoption (Ideas), Elementary Education, *Information Dissemination, Information Utilization, *Inservice Education, Institutes (Training Programs), *Models, *Resource Centers, Teacher Attitudes, Teacher Workshops

Identifiers—Bank Street College of Education NY, Project Follow Through, *Project Follow Through Resource Center NY

This final evaluation report examines the activities of the P.S. 243 Follow Through Resource Center in Brooklyn, New York during the 1980-81 school year which was established to disseminate and demonstrate the Bank Street Follow Through model. The report includes an evaluation of training and implementation of the Bank Street model at two adopting sites and a description of follow-up activities at prospective adopting schools. The objectives of the evaluation were to determine: (1) the extent of local and national dissemination of program information; (2) the number and effectiveness of demonstration workshops at the center and inservice training workshops at adopting sites; and (3) the extent to which components of the model have been implemented by participating teachers. The evaluation concluded that the P.S. 243 Follow Through Resource Center more than adequately fulfilled its obligations during the school year. Appendices include a program implementation checklist, an interview schedule for inservice participants, a participant evaluation form, and an evaluation process summary. (JCD)

ED 213 807 UD 022 157

Title I Institutional Facilities Program. Final Evaluation Report, 1980-81.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—[81]

Note—31p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Achievement Gains, *Compensatory Education, Educational Facilities Improvement, Elementary Secondary Education, *Institutional Schools, Instructional Innovation, Material Development, Mathematics Achievement, Media Selection, Needs Assessment, *Program Effectiveness, Reading Achievement, Recordkeeping, Staff Development, Writing Evaluation

Identifiers—*Elementary Secondary Education Act Title I

This final report presents the results of a qualitative and quantitative evaluation of the Title I Institutionalized Facilities Program in New York City for the 1980-81 school year. The areas of evaluation included: physical facilities, staff, instructional approaches in reading, mathematics and writing, materials selection and utilization, recordkeeping, and class size. Although most areas of the program were found to be effective, the results of the quantitative analysis of achievement data indicated that the proposed 80 percent of the population did not attain the criterion mastery rate of one skill per six weeks in reading, mathematics or writing. A substantial positive correlation between skills mastery and the number of sessions attended provided evidence of program effectiveness. Suggested program improvements included: (1) better lighting conditions; (2) a needs assessment for increased mathematics instruction at several sites; (3) the development of an effective reinforcement system; (4) cooperation with house parents and counseling to enhance student motivation; (5) increased use of less conventional instructional materials; and (6) greater autonomy for teachers in materials selection and utilization. (JCD)

ED 213 808 UD 022 162

Nalebuff, Barry. Zechhauser, Richard.
Involuntary Unemployment Reconsidered: Second-Best Contracting with Heterogeneous Firms and Workers.
 Wisconsin Univ., Madison. Inst. for Research on Poverty.

Spons Agency—Department of Health and Human Services, Washington, D.C.
 Report No.—IRP-DP-675-81
 Pub Date—Oct 81

Note—68p.; For a related document, see ED 128 596.

Pub Type—Reports - Descriptive (141)
 EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Business Cycles, *Economic Climate, *Economic Factors, *Employment Practices, *Institutional Characteristics, *Job Layoff, *Labor Market, *Labor Standards, *Models, *Productivity, *Quality Control, *Unemployment, *Wages

Identifiers—*Implicit Contract Theory

The implicit contract theory, a new explanation for the phenomena of involuntary unemployment, does not capture the salient characteristics of real work employment. By building on implicit contract theory, this paper takes into account circumstances ignored in the traditional model: (1) institutional characteristics of the labor market enhance contracting possibilities by creating additional possibilities for commitments, and reduce or eliminate the problem of agencies; (2) workers vary in their preferences and in their levels of productivity across different firms; and (3) firms vary in the way the marginal productivity of labor is affected by the business cycle. The modified model presented in this paper assumes, therefore, that efficiency requires workers to switch among firms as business conditions change. Although unreliable information on base employment and layoffs may present limitations on contract, these limitations are generally overcome by the familiar labor market institutions of severance pay, pension and retirement benefits, and a lifetime income curve that rises more swiftly than productivity. The model's accuracy is tested by ten hypotheses about how labor markets function. (JCD)

ED 213 809 UD 022 163

Danziger, Sheldon.
Children in Poverty: The Truly Needy Who Fall through the Safety Net.
 Wisconsin Univ., Madison. Inst. for Research on Poverty.

Spons Agency—Department of Health and Human Services, Washington, D.C.; Wisconsin Univ., Madison. Graduate School.

Report No.—IRP-DP-680-81
 Pub Date—Nov 81

Note—33p.
 Pub Type—Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Family Characteristics, *Government Role, *Low Income Groups, *One Parent Family, *Population Trends, *Poverty, *Poverty Areas, *Poverty Programs, *Public Policy, *Quality of Life, *Welfare Services

Identifiers—*Economic Opportunity Act 1964

The predicted incidence of poverty before and after government income transfers, the effectiveness of such transfers, and the distribution of children in one and two parent families are examined in this report on the trends in poverty since 1965. Included are a review of how the Reagan budget cuts will affect households with children and a discussion of alternative policies to reduce poverty. The paper suggests that the Reagan program will result in an increase in poverty incidence, particularly among households with children. The establishment of a new child support program, the expansion of the Earned Income Tax Credit, and the repeal of the consumer interest deduction from the personal income tax to raise 6 billion dollars in 1982 are cited as potentially effective welfare reform efforts. (Author/JCD)

ED 213 810 UD 022 164

Haveman, Robert H. Wolfe, Barbara L.
Have Disability Transfers Caused the Decline in Older Male Labor Force Participation? A Work-Status Rational Choice Model.

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Spons Agency—Department of Health and Human Services, Washington, D.C.
 Report No.—IRP-DP-674-81

Pub Date—Oct 81

Note—46p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Disabilities, *Eligibility, *Employment Level, *Employment Patterns, *Income, *Job Satisfaction, *Labor Force, *Males, *Models, *Older Adults, *Socioeconomic Status, *Wages, *Work Environment

This paper presents a decision-process model for explaining the growth in transfer reciprocity (the receipt by working age people of disability income), the choice of work status, and the reduction in labor force participation of older workers. It is hypothesized that the attractiveness of disability income transfer options has led older male workers with health problems to choose transfer reciprocity over work; this choice has led to the growth of disability transfer programs. In the framework presented, workers are in four categories: (1) seeking and obtaining employment; (2) seeking but not obtaining employment; (3) applying for disability and being found eligible; and (4) applying for disability and being found ineligible. The report concludes that worker response to increased transfer program leniency is a statistically significant though quantitatively small factor in the work status choice. (JCD)

ED 213 811 UD 022 166

Reynolds, William Bradford.
Enforcement of Federal Civil Rights Laws in the Reagan Administration.

Department of Justice, Washington, D.C.
 Pub Date—13 Mar 82

Note—16p.; Paper presented at the Annual Meeting of the Labor Policy Association, Inc. (Williamsburg, VA, March 13, 1982).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Affirmative Action, *Civil Rights, *Civil Rights Legislation, *Court Litigation, *Employment Practices, *Equal Opportunities (Jobs), *Government Role, *Law Enforcement, *Racial Discrimination, *Sex Fairness

Identifiers—*Civil Rights Act 1964 Title VII, *Reagan Administration

In this statement, William Bradford Reynolds, Assistant Attorney General, discusses the Federal government's enforcement policies and activities regarding equal employment opportunity, and defends the Reagan Administration and the Justice Department against charges cited in a report by the Leadership Conference on Civil Rights. Reynolds contends that the Administration's civil rights policies are based on the principle that discrimination is morally wrong, but the remedial use of preferential hiring and promotion techniques violates rather than promotes the principle of equal employment opportunity. He also contends that although the "color-blindness" principle established by Title VII enabled minorities to compete effectively with members of other groups, employment preferences serve to hire and promote with discrimination. Reynolds suggests that the use of racial quotas has not necessarily resulted in the hiring of unqualified employees, but in the hiring of lesser qualified employees on the basis of race or sex. Reynolds concludes that adherence to the color-blind and sex-neutral ideal of equal opportunity is essential for the reduction of discriminatory practices in employment. (JCD)

ED 213 812 UD 022 168

Gerebenics, Gail And Others.
Under the Rule of Thumb: Battered Women and the Administration of Justice.

Commission on Civil Rights, Washington, D.C.
 Pub Date—Jan 82

Note—110p.; For a related document, see ED 177 450.

Pub Type—Reports - Research (143) — Reports - Evaluative (142)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Battered Women, *Civil Rights, *Court Judges, *Court Litigation, *Criminal Law, *Family Problems, *Justice, *Law Enforcement, *Legal Aid, *Legal Responsibility, *Marriage Counseling, *Police Community Relationship, *Social Action, *Social Problems, *Social Services, *State Legislation

This report by the U.S. Commission on Civil Rights evaluates the treatment of adult women who are victims of domestic violence by the criminal and civil justice systems and by various service agencies. First, an overview of State domestic violence stat-

utes and relief services is presented. The present responses and potential roles of police officers, prosecutors and judges are examined in subsequent chapters. In these chapters, the failure of police officers and judges to recognize the seriousness of domestic violence, and the tendency among prosecutors to treat such cases differently from those involving violence between strangers are discussed. The failure of judges to impose sanctions commensurate with the offense and their emphasis on preservation of the marital relationship at the expense of a battered woman's life and limb are also examined. The use of diversionary programs such as counseling and mediation which channel complaints out of the criminal justice system as well as the social services, shelters, and legal services available to battered women are also covered in this report. The final chapter reiterates the Commission's findings and sets forth recommendations for reform. (JCD)

ED 213 813 UD 022 169

Carter, Lauror F.
The Sustaining Effects Study: An Interim Report.
 System Development Corp., Santa Monica, Calif.
 Spons Agency—Office of Program Evaluation (ED), Washington, D.C.

Pub Date—[80]

Contract—300-75-0332

Note—212p.; For related documents, see ED 146 182-183, ED 155 300, ED 163 128 and UD 022 122-128.

Pub Type—Reports - Evaluative (142) — Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*Achievement Gains, *Compensatory Education, *Cost Effectiveness, *Elementary Education, *Family Role, *Instructional Improvement, *Mathematics Achievement, *Program Effectiveness, *Program Evaluation, *Reading Achievement, *Socioeconomic Status, *Student Characteristics, *Summer Schools

Identifiers—*Elementary Secondary Education Act Title I

This interim report summarizes the procedures and results of the Sustaining Effects Study (SES) on Compensatory Education, conducted at selected elementary schools during the 1967-77 school year. Data from the study are presented for the following findings: (1) poor and educationally needy children are the principal recipients of Compensatory Education (CE) and Title I services; (2) CE is an amalgam of diverse services, and CE students receive more instruction in reading and math in smaller classes than do non-CE students; (3) CE improves reading achievement in grades 1-3 and math performance in all the elementary grades; (4) students promoted out of CE programs continue to perform at a relatively higher level; and (5) it is unrealistic to expect much academic growth over the summer. The characteristics of CE students, including economic status, educational attainments, family income, sex, and place of residence are examined and related to achievement levels in mathematics and reading. The instructional approaches and activities of Title I students and regular students are compared. Instructional and cost effectiveness of CE services, the relationship between instructional costs and achievement, and the nature of achievement growth over the summer are also examined. (JCD)

ED 213 814 UD 022 170

Levine, Daniel U. Stark, Joyce.
Instructional and Organizational Arrangements and Processes for Improving Academic Achievement at Inner City Elementary Schools. A Study of the Chicago Mastery Learning Reading Program and Other School-Wide Approaches for Improving Reading at Selected Schools in Chicago, Los Angeles, and New York. Extended Summary and Conclusions.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Aug 81

Grant—NIE-G-81-0070

Note—71p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, 1982).

Pub Type—Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Achievement Gains, *Community Involvement, *Compensatory Education, *Curriculum Development, *Elementary Education, *Instructional Improvement, *Intermediate

Grades, *Mastery Learning, Parent Participation, *Reading Achievement, Staff Development, *Urban Schools
 Identifiers—*Chicago Mastery Learning Reading Program, Chicago Public Schools IL, Los Angeles Unified School District CA, New York City Board of Education

This report examines the Chicago Mastery Learning Reading Program (CMLRP) and other schoolwide approaches at selected schools in Los Angeles (California), New York City, and Chicago (Illinois) to identify factors in augmented achievement gains. This extended summary and conclusion seeks to provide information which can improve the general effectiveness of inner-city elementary and intermediate schools. Chapter one presents CMLRP components and potential advantages for big city students. Chapter two discusses CMLRP implementation in New York Community District 19 by giving the program's history and chronology, district-level instructional and organizational processes, and data on reading achievement. CMLRP implementation at individual schools in New York and Chicago are compared in chapter three. Chapter four describes five schools using schoolwide approaches in Los Angeles and Chicago to improve instruction for students in concentrated poverty neighborhoods. Schoolwide approaches are defined as elimination of Title I pullout arrangements that fragment the education of low achievers. Finally, chapter five summarizes and discusses those school arrangements and processes identified with improved achievement in inner-city elementary schools. (ML)

ED 213 815 UD 022 171

Phillips, William N., Jr. Blumberg, Rhoda L.

Tokenism and Organizational Change: Theoretical Examination of an Aspect of Race Relations in Educational Context.

Pub Date—82

Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, 1982).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Change Agents, Dissent, Higher Education, *Minority Groups, *Organizational Change, Racial Bias, Racial Discrimination, *Racial Relations, *Role Conflict, *Social Integration, Stereotypes, *Tokenism

This paper discusses various concepts of tokenism and argues that tokenism is a technique used by the dominant group to resist minority group pressures for change. Reasons for social scientists' neglect of tokenism are given, and those conceptualizations which do appear in the literature are examined. Tokenism is described as a strategy to diffuse conflict and/or coopt potential minority leaders, and a token figure may be employed to manage the impossible or to be blamed for failure. The dilemmas of the token role are presented as it affects both the token and the members of his respective group. Using the university as an illustrative source, the paper also characterizes the major aspects of the token role as a basis for further research and analyses. (Author/JCD)

ED 213 816 UD 022 173

Veltman, Calvin J.

Relative Educational Attainments of Minority Language Children, 1976: A Comparison to Black and White English Language Children. Contractor Report.

State Univ. of New York, Plattsburgh. Coll. at Plattsburgh.

Spons Agency—National Center for Education Statistics (ED), Washington, D.C.

Report No.—NCES-81-130

Pub Date—Jun 80

Contract—300-78-0503

Note—98p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Blacks, Community Size, Comparative Analysis, *Educational Attainment, Elementary Secondary Education, Ethnic Groups, Ethnic Origins, *Hispanic Americans, Language Dominance, *Language Role, Parent Background, Place of Residence, Social Class, Socioeconomic Influences, *Spanish Speaking, *Underachievement, Whites

Identifiers—Survey of Income and Education

This report presents a comparative analysis of the educational attainments of black, white and His-

panic American children, aged six through seventeen. Information on the role of language characteristics and social class origins as reported in the 1976 Survey of Income and Education is included. The report examines the effects of census region of residence, size of place of residence, age of the child, nativity and language characteristics of the child, and ethnic or language group origin. The report concludes that: (1) black and Spanish language children tended to be enrolled below grade level, and to have lower attainment levels when the percent of children enrolled below expectation was selected as the measure of educational attainment; (2) children from other language minorities had somewhat higher than expected educational attainments; (3) children in the Spanish language group who did not speak English accounted for an important proportion of observed underattainment; (4) foreign born teenagers who did not speak English were more than two years below most other language/nativity groups in the Spanish language sample; (5) children who usually spoke English but retained a minority language had higher net educational attainments; and (6) children with more educated parents were more likely to have higher educational attainments. (JCD)

Subject Index

This index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the *Thesaurus of ERIC Descriptors*, are in alphabetical order.

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The symbol // appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service and that is not in the ERIC Microfiche Collection.

Descriptor — Perception

Title — Iconic Signs and Symbols in Audiovisual Communication,
An Analytical Survey of Selected Writings and Research
Findings, Final Report.

ED 013 371 — Accession Number

Ability

Ability Testing: Uses, Consequences, and Controversies. Part II: Documentation Section.

ED 213 771

Ability Testing: Uses, Consequences, and Controversies. Part I: Report of the Committee

ED 213 770

Abstracts

Resources in Education (RIE). Volume 17, Number 7.

ED 212 752

Academic Ability

The Effectiveness of a Combination Treatment Approach on Moderately Anxious Students at a Predominantly Black College.

ED 213 713//

Academic Achievement

Academic Learning Time. The Best of ERIC on Educational Management, Number 65.

ED 213 072

The Causal Analysis of Cognitive Outcomes in the Coleman Report.

ED 213 803

Desegregation: The Dallas Experience.

ED 213 776

Dimensionality of Measured Achievement Over Time.

ED 213 761

The Effectiveness of Mastery Learning Strategies in Undergraduate Education Courses.

ED 213 702

Effectiveness of Small Group and Individual Interventions for Improving Academic Performance of Community College Students.

ED 213 455

Effect of Test Anxiety, Locus of Control, and Use of Information Retrieval Aids on Academic and Predicted Performance of College Students.

ED 213 711//

The High-School Curriculum: It Does Make a Difference.

ED 213 093

The Impact of Interest on Academic Achievement.

ED 212 984

Influences of Sex Differences and Achievement on Test Anxiety.

ED 212 971

Joint Hampton-Michigan Program for Training Minority and Women Researchers. Volume II of II Volumes. Final Report.

ED 213 709

Maternal Child-Rearing Patterns and Children's Scholastic Achievement in Different Groups.

ED 213 512

Minimal Writing Skills Proficiency, Year-End Report, 1979-80. Research Services Report No. 22: 07: 80/81: 003.

ED 213 723

Report on Symposium on Effective Schools (Belmont Retreat Center, Elkridge, Maryland, April 12-14, 1980).

ED 213 071

Student Home Environment, Educational Achievement, and Compensatory Education. Technical Report #4 from the Study of the Sustaining Effects of Compensatory Education on Basic Skills.

ED 213 783

Why Does Behavioral Instruction Work? A Component Analysis of Performance and Motivational Outcomes.

ED 213 329

Academic Advising

Advising with 20/20 Vision: Improving Student Retention by Using Learning Styles Information in Academic Advising.

ED 213 376

A Faculty Team Approach to Group Advising.

ED 213 353

Academic Aptitude

Some Differences between Third Graders Who Read Up to Expectancy and Those Who Read Below Expectancy.

ED 212 978

Academic Aspiration

Logan County's High School Seniors: Community Satisfaction, Jobs, and Future Plans. Illinois Agricultural Economics Staff Paper, No. 81 S19.

ED 213 536

Rural Alaskan High School Boys' and Girls' Attitudes toward Education.

ED 213 544

Academic Freedom

Rights in Conflict: The Secrecy of the Tenure Vote.

ED 213 347

School Book Selection: Procedures, Challenges and Responses.

ED 213 022

Academic Libraries

On-Line Services in Some Academic, Public and Special Libraries. A State-of-the-Art Report. Occasional Paper Number 151.

ED 213 407

Academic Records

Foreign Educational Credentials Required for Consideration of Admission to Universities and Colleges in the United States.

ED 213 278

Hunting For A New Teaching Position Or How To Get Your Foot In The Door. Draft.

ED 213 690

Academic Standards

Reforming the School-College Curriculum: Raising Academic Expectations.

ED 213 342

Report of the AACP Conference on Guidelines for Doctor of Pharmacy Programs (Kansas City, Missouri, October 26-28, 1975).

ED 213 288

Students Receiving Federal Aid Are Not Making Satisfactory Academic Progress: Tougher Standards Are Needed. Report to the Chairman, Committee on Labor and Human Resources, United States Senate.

ED 213 379

Academically Gifted

GEMS: Gifted Education Module System.

ED 213 173

Access to Education

Basic Skills: Responding to the Task with Effective Innovative Programs.

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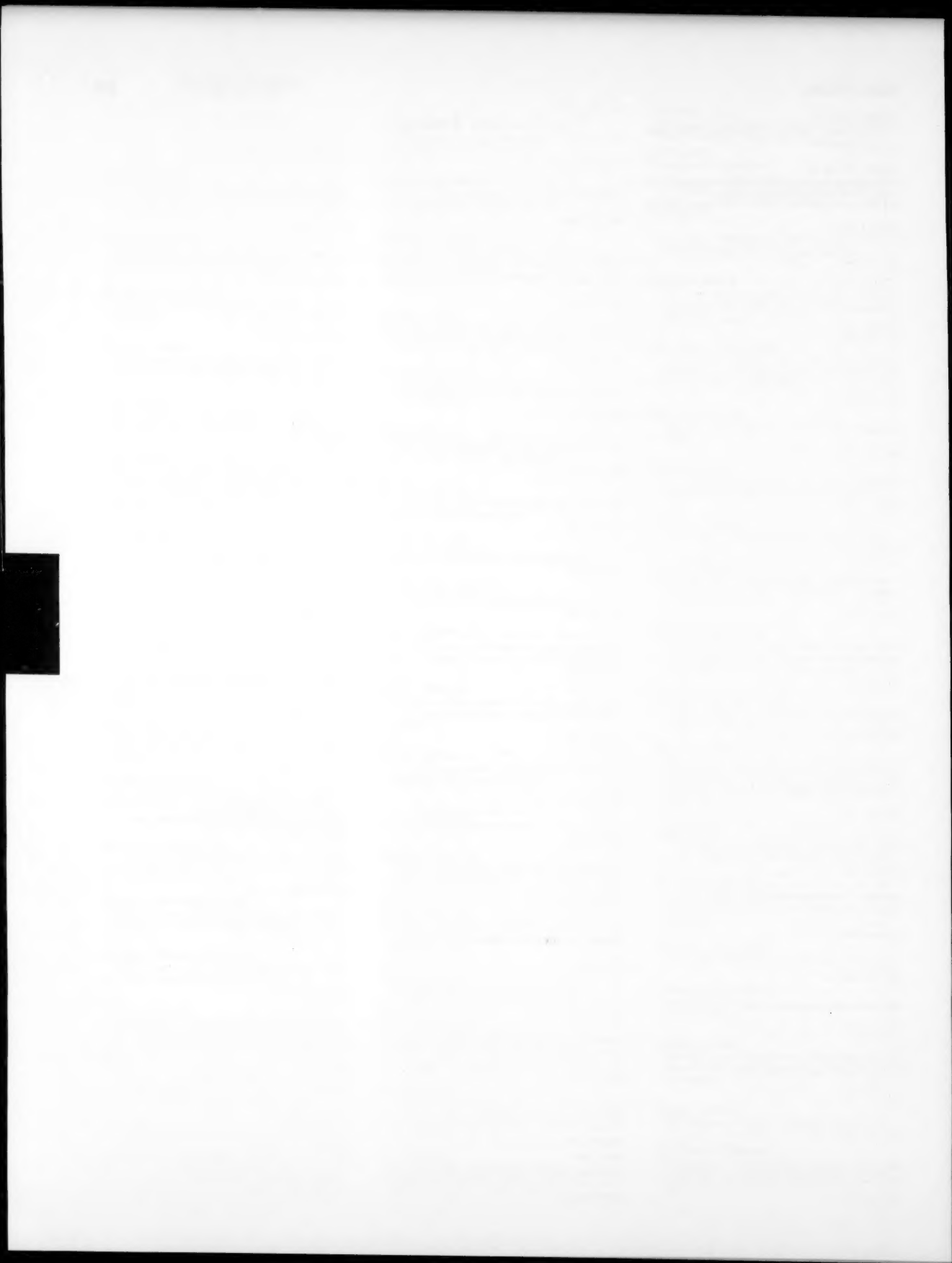
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THESAURUS CHANGES

The following additions and modifications have been made to the ERIC controlled vocabulary since November 1981. They are, therefore, not included in the 9th (1982) edition of the *Thesaurus of ERIC Descriptors*.

ADAPTIVE BEHAVIOR (OF DISABLED)

SN Ways in which disabled individuals meet the personal and social standards of their age or cultural groups *Apr. 1982*

ADJUSTMENT (TO ENVIRONMENT)

SN (Scope Note Changed) A condition of harmonious relation to the environment, in which internal needs are satisfied and external demands are met (note: for specificity on this aspect, use "Well Being")—also, the process of altering internal or external factors to attain this harmonious condition *Jul. 1966*

AGING EDUCATION

SN Educational programs at all levels aimed at helping students gain a personal understanding of the process and problems of growing old (note: use "Educational Gerontology" for aging education as a professional field of study) *Apr. 1982*

Co Ops

USE COOPERATIVES

COMPUTER LITERACY

SN Awareness of or knowledge about computers (their capabilities, applications, and limitations)—may include the ability to interact with computers to solve problems *Apr. 1982*

CRIME PREVENTION

SN Measures taken to forestall a delinquent or criminal act *Mar. 1982*

CROWDING

SN Excessive number of individuals or entities in relation to available space *Mar. 1982*

DELPHI TECHNIQUE

SN Method of synthesizing diverse opinions into a consensus (most frequently, among experts)—usually carried out by a series of questionnaires, the technique is characterized by minimal influence from social pressures through anonymity, repeated rounds of controlled feedback, and weighted responses *Apr. 1982*

EDUCATIONAL GERONTOLOGY

SN (Scope Note Changed) Study and practice of educational endeavors for the aged and aging, and preparation of persons to work with these groups (note: do not confuse with "Aging Education") *Aug. 1976*

Electronic Information Exchange

USE INFORMATION NETWORKS; TELECOMMUNICATIONS

EQUATIONS (MATHEMATICS)

SN Statements of equality among mathematical entities *Apr. 1982*

ESTIMATION (MATHEMATICS)

SN Process of determining an approximate solution for numerical or measurement problems *Apr. 1982*

Farsi (Language)

USE PERSIAN

FASCISM

SN A political philosophy or movement that exalts nation and stands for a centralized autocratic government, economic and social regimentation, and suppression of opposition *Mar. 1982*

FUNCTIONS (MATHEMATICS)

SN Mathematical associations in which a variable is so related to another that for each value assumed by one there is a value determined for the other *Apr. 1982*

UF Mappings (Mathematics)

GEOMETRIC CONSTRUCTIONS

SN Diagrams and other forms that illustrate geometric relationships, figures, or patterns *Apr. 1982*

Hangul

USE KOREAN

Hanja

USE KOREAN

Hankul

USE KOREAN

HIGH RISK PERSONS

SN Individuals or groups identified as possibly having or potentially developing a problem (physical, mental, educational, etc.) requiring further evaluation and/or intervention (note: if possible, use the more specific term "High Risk Students") *Apr. 1982*

UF At Risk (Persons)

HOLISTIC APPROACH

SN Techniques and/or philosophies that consider an entity or phenomenon in totality, rather than as an aggregate of constituent parts *Apr. 1982*

UF Whole Person Approach

Wholistic Approach

Insect Studies

USE ENTOMOLOGY

(Replaces "Insects" as USE Reference)

JEALOUSY

SN Intolerance or wariness of rivalry or faithlessness *Mar. 1982*

UF ENVY

Khmer (Language)

USE CAMBODIAN

LIFE SATISFACTION

SN Contentment with life, particularly in regard to the fulfillment of one's needs and expectations *Mar. 1982*

Life Skills

USE DAILY LIVING SKILLS

Mathematical Sentences

USE MATHEMATICAL FORMULAS

MODERNIZATION

SN Process of change in a society or social institution in which the most recent ways, ideas, or styles are adapted or acquired *Mar. 1982*

NAZISM

SN The body of fascist political and economic doctrines based on principles of totalitarian government, state control of industry, and racist nationalism—first brought to power in 1933 in the Third German Reich *Mar. 1982*

UF National Socialism

Neo Nazism

Number Operations

USE ARITHMETIC

ORNITHOLOGY

UF Bird Studies *Mar. 1982*

PATRIOTISM

SN Love for or devotion to one's country *Mar. 1982*

PROOF (MATHEMATICS)

SN The validity of mathematical statements—also, the sequences of steps, statements, or demonstrations that lead to valid mathematical conclusions *Apr. 1982*

SCHOOL CHOICE

SN Individualized selection of public or private schools, alternative programs, or different school systems, sometimes made possible with little or no added financial cost through tax credits, vouchers, magnet schools, open enrollment, or other arrangements *Mar. 1982*

UF Educational Choice (Formerly a UF of "Nontraditional Education")

Family Choice (Education)

Security Systems (Alarms)

USE ALARM SYSTEMS

STEPFAMILY

SN Persons related as a result of the remarriage of a parent [note: for specificity, coordinate with other terms—for example, with "Parent Child Relationship" (for stepparenting), with "Fathers" (for stepfathers), and so on] *Mar. 1982*

Student Affairs Services

USE STUDENT PERSONNEL SERVICES

Student Affairs Workers

USE STUDENT PERSONNEL WORKERS

Survival Skills (Daily Living)

USE DAILY LIVING SKILLS

TRANSACTIONAL ANALYSIS

SN Psychotherapeutic approach that postulates three ego states (adult, parent, and child) from which all human interaction or communication emanates—the approach maintains that awareness or knowledge of the three states leads to more constructive interpersonal relations *Apr. 1982*

VIDEOTEX

SN Electronic information services that use adapted telephone and television sets—includes "teletext" which broadcasts information to television sets and "viewdata" which links computers to television sets by telephone lines *Mar. 1982*

UF Teletext

Videotext

Viewdata

WELFARE (1966 1980)

SN (Scope Note Changed) Invalid Descriptor—used for well-being and various types of social services—use "Well Being" for former concept, "Welfare Services" for organized assistance to the disadvantaged, and "Social Services" or other appropriate terms for social services provided to the general population *Mar. 1980*

WELL BEING

SN Condition of existence, or state of awareness, in which physical and/or psychological needs are satisfied *Mar. 1982*

WORD PROCESSING

SN The automated composition, manipulation, and production of text and textual documents using specialized text-editing equipment (note: for psychological/cognitive word processing, use "Word Recognition") *Apr. 1982*

UF Text Processing

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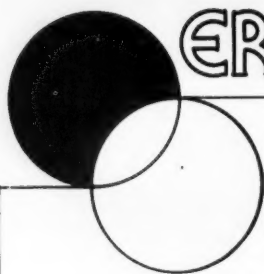
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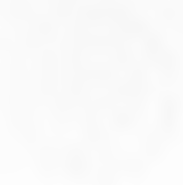
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